

# Pupil premium strategy statement (primary)

1. Summary information					
School	Lady Royd Primary School				
Academic Year	2019/20	Total PP budget	£92,400	Date of most recent PP Review	September 20
Total number of pupils	391	Number of pupils eligible for PP	70	Date for next internal review of this strategy	Jan 2021

2. Outcomes for 2019/2020: (Up to March 2020)	Pupils eligible for PP	Other pupils not eligible for PP	In School Gap (difference between LR PP and non PP pupils)	National Average2017	National Average2018	National Average2019	National Gap (difference between LR PP and National Averages)
Pupils achieving a Good Level of Development at end of EYFS	(6/10) 60%	88%	-28%	70%	72%	72%	-12%
Pupils passing Y1 phonics screening	44% (Predicted)	65% (Predicted)	-21%	81%	82%	82%	-38%
Pupils passing phonics check over Yr 1 and 2	N/A at this time						
Pupils achieving expected outcomes at end of KS1	Reading (8/9) 89%	Reading 96% Writing 90% Maths 90%	-7% -46% -1%	76%	75%	75%	14
	Writing (4/9) 44%			68%	70%	69%	-25%
	Maths (8/9) 89%			75%	76%	76%	13%
Pupils achieving expected standards at end of KS2	Reading (6/11) 54% Writing 8/11 (73%) Maths (6/11) 55%	Reading 88% Writing 92% Maths 89%	-34% -19% -34%	72% N/A 75%	75% 78% 75%	73% 78% 79%	
Pupils achieving expected standards in RWM	(5/11) 45%	60%	-15%	61%	64%	65%	-20%
<b>KS1 – KS2 progress</b>				Reading	Writing	Maths	
(Due to COVID progress data was not statistically sound and was not used to contribute to the accountability measures).			All Lady Royd Pupils with prior data	-5.2	0.7	-1.5	
			Pupils eligible for the Pupil Premium who had prior data	-3.5	2.6	0.4	

## SUMMARY:

At EY,KS1 and KS2 there is a significant difference between the attainment of PPG pupils compared to non-PPG in school and compared to National figures. Although attainment at KS2 demonstrated a wide gap between PP and non-PP, the progress of the PP group was better than non-PP meaning that the difference was diminishing but not rapidly enough.

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	High ability pupils who are eligible for Pupil Premium need to make more progress across KS2 to enable more pupils to gain to Greater Depth
<b>B.</b>	Progress in writing for PPG in KS1
<b>C.</b>	Progress in Maths for PPG in KS2
<b>D.</b>	Poor oral language skills

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

<b>D.</b>	Attendance records show that although attendance averages for PP children are better or in line with national figures, for some individual Pupil Premium children regular and consistent attendance/good punctuality is an identifiable barrier to learning. This reduces their school hours and could cause them to fall behind on average.
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Poor home learning environments and financial difficulties affecting mental health of both parents and pupils. This affects pupil well-being, engagement in homework, punctuality and attendance.

Limited adult literacy and additional languages used in the home combined with pupils being expected to learn to read and write in Arabic affects some pupils and parents thus limiting the effective support for learning from home for some pupils including PPG

### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved outcomes for pupils in receipt of PP in writing, particularly in KS1.	Pupils eligible for PP in every class make accelerated progress in writing by the end of the year so that the gap between pupils eligible for PP and “other” pupils is reduced.
<b>B.</b>	Higher rates of progress across KS2 for high and middle attaining pupils eligible for PP.	Pupils eligible for PP identified as high and middle ability make as much progress as ‘other’ pupils identified as high and middle ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the collaborative network.
<b>C.</b>	Increased attendance and punctuality rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 5% or below. Overall PP attendance improves to 96% in line with ‘other’ pupils.
<b>D.</b>	Improved outcomes for pupils in receipt of PP in mathematics, particularly in KS2	Pupils eligible for PP in every class make accelerated progress in mathematics by the end of the year, especially for middle and higher attainers.

5. Planned expenditure					
Academic year	2020/2021				
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?
Securing writing progress.	Writing strategies in extended amounts of interventions.	Last year's intervention secured more progress in reading. So extending the amount of interventions of writing strategies will improve progress. This has been evidenced by research through EEF Toolkit.	A programme of writing strategies will be taught and embedded. Well-kept data that is regularly reviewed through the school's tracking to discuss at Progress Meetings.	Primary Literacy Lead	July 2021
Securing maths progress.	Implementation of Singapore Maths, Dynamo Maths and Time Tables Rock Star Maths Schemes.	Senior School have successfully implemented Time Tables Rock Stars. The performance of other schools using both the Singapore and Dynamo schemes has been seen to be significantly strengthened.	To work closely with Senior School staff from the Maths Department to learn from their achievements. To look at other schools and how Singapore and Dynamo Maths are impacting on progress.		July 2021
<b>Total budgeted cost</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 ?
Increasing attendance.	To develop strategies with the help of outside agencies to challenge persistent attendance issues.	Improved attendance will improve the pupils' sense of ownership of the school and will be re-engaged with school life and the school community. Increased attendance and punctuality will have a positive effect on progress.	Outside agency to help the school develop strategies for parent engagement. Ensuring parents are fully informed of the link between progress and attendance.	Attendance Co-ordinator	July 2021

Securing phonics intervention for early reading.	To identify and target pupils who struggle with early reading to provide extra phonics intervention.	The research through the EEF Toolkit states, 'Phonics can be an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'	To provide Phonics and other literacy CPD for all staff in EYFS and KS1. To ensure that additional TA time from expert in Phonics is available at early stages in school.	<b>Phonics Lead</b>	<b>July 2021</b>
<b>Total budgeted cost</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>
Breakfast Club	To provide a Breakfast Club for pupils.	To support PP pupils, ensuring they have a good start to the school day. Pupils who are in school on time, feed and ready for learning will settle quickly and progress faster.	To provide staff who will: supervise pupils, help with homework, make breakfast and support pupils.	<b>Head of LR</b>	<b>July 2021</b>
Extra provision for PP pupils in the School Trips	Extend the pupils' experience through trip opportunities and extra-curricular clubs.	To promote life experiences by extending pupils' opportunities outside of the core academic school practice. To provide confidence in trying new activities.	Provision available to subsidise day and residential trips. Opportunities for clubs, such as P.E. and music.	<b>Head of LR</b>	<b>July 2021</b>
<b>Total budgeted cost</b>					

6. Review of expenditure				
Previous Academic Year		2019/2020		
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
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
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
7. Additional detail				
<p>In this section you can annex or refer to <b>additional</b> information which you have used to inform the statement above.  Our full strategy document can be found online at: <a href="http://www.aschool.sch.uk">www.aschool.sch.uk</a></p>				