

Summary Information 2018 -19

School	Lydford Primary School			Date of most recent PP Review				
Total number of pupils	28	Total Pupil Premium budget	£2,300	Date for next internal review of this strategy				
No. of pupils eligible for PP by year group	EYFS: 0	Yr 1: 0	Yr 2: 0	Yr 3: 0	Yr 4: 0	Yr 5: 1	Yr 6: 0	

Achievement (PP and All Pupils) at Lydford School Compared to All Primary Pupils in England

Statutory Assessment	Exbourne (PP Pupils)	Lydford (All Pupils)	National Average (All Pupils)
% Achieving a Good Level of Development at Early Years	No Children eligible (0 pupils)	71% (7 pupils)	71.5% (All pupils - England)
% Achieving the pass mark in Year 1 Phonics	No Children eligible (0 pupils)	Data suppressed as cohort under 5	82.5% (All pupils - England)
% Achieving the pass mark in Year 2 Phonics retakes	No Children eligible (0 pupils)	Data suppressed as cohort under 5	92% (All pupils - England)
% Attaining Age Related Expectations in Reading in Year 2	No Children eligible (0 pupils)	Data suppressed as cohort under 5	75.4% (All pupils - England)
% Attaining Age Related Expectations in Writing in Year 2	No Children eligible (0 pupils)	Data suppressed as cohort under 5	69.9% (All pupils - England)
% Attaining Age Related Expectations in Maths in Year 2	No Children eligible (0 pupils)	Data suppressed as cohort under 5	76.1% (All pupils - England)
% Achieving Age Related Expectations in Reading, Writing and Maths combined in Year 6	No Children eligible (0 pupils)	Data suppressed as cohort under 5	64% (All pupils - England)
% Attaining Age Related Expectations in Reading in Year 6	No Children eligible (0 pupils)	Data suppressed as cohort under 5	73% (All pupils - England)
% Attaining Age Related Expectations in Writing in Year 6	No Children eligible (0 pupils)	Data suppressed as cohort under 5	79% (All pupils - England)
% Attaining Age Related Expectations in Maths in Year 6	No Children eligible (0 pupils)	Data suppressed as cohort under 5	79% (All pupils - England)
% Attaining Age Related Expectations in English, Grammar, Spelling and Punctuation in Year 6	No Children eligible (0 pupils)	Data suppressed as cohort under 5	78% (All pupils - England)

1. Barriers to future Achievement

In-school barriers

A.	There are a number of children with speech and language development with children starting school below age related expectations in communication
B.	There are a number of children with social and emotional issues
C.	There are a number of children who lack resilience and positive attitudes to learning
D.	There are a number of children with potentially undiagnosed SEND requirements
E.	There are a number of children who have lower aspirations than their peers
F.	The outcomes for Pupil Premium children is variable compared to national expectations in assessments

External barriers

G.	There are a number of children with low levels of attendance
H.	Collaboration between home and school needs developing further for a number of children
I.	There are a number of children who have limited access to broad enrichment opportunities

2. Desired outcomes

	<i>Desired outcomes</i>	<i>How will this be measured?</i>
A.	Children with delayed speech and language development make rapid and sustained progress to meet age related expectations	Intervention records
B.	Support and interventions are put in place to ensure that the needs of children with social and emotional issues are met	Intervention records
C.	Children develop learning skills and metacognition for lifelong learning	Audit of attitudes to learning
D.	All children will have their SEND requirements diagnosed and their needs met	SEND records
E.	All children will have high aspirations for their future	Audit of children's aspirations
F.	All children achieve their potential and make at least strong progress attaining in line with national expectations	School's tracking system and statutory assessments
G.	All children attend school and have high levels of attendance and punctuality	Attendance records
H.	There will be enhanced systems of collaboration in place for school and parents to work together	Records of collaboration across the year
I.	All children have access to a broad and enriched curriculum irrespective of the socio-economic background	Participation of children in enrichment opportunities

3. Planned Expenditure 2019 - 20

Number on Roll	34	Number of PP children	3	Funding	£4,940
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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?
Children make at least expected progress relative to their starting points and achieve at least in line with National age related expectations	All children are receiving teaching and learning on a daily basis that is at least good	Quality first teaching has the greatest impact on an individual's academic success	There are a range of monitoring and development opportunities throughout the academic year Staff Appraisal System	Head of School Executive Head teacher	Half termly
Children's attainment and progress is recorded and monitored on the school's Assessment Tracking system and informs planning	The assessment tracking system is being used effectively by staff to inform planning including catch-up and pre-teach sessions	Clear monitoring of children's progress is crucial to inform planning Pre-teach sessions enable children lacking in confidence or prior knowledge to access lessons Catch-up sessions enable children to overcome misconceptions and access age relevant expectations	Pupil Progress Meetings half termly Regular monitoring of the school's Assessment tracking system Book scrutiny and moderation Planning scrutiny	Head of School Executive Head teacher	Half termly during Pupil Progress Meetings

The school is using the Soft Measures Tracker and updating it ½ termly	To use the Soft Measures Tracker to record expenditure of PPG and measure the impact across the academic year	Success at Primary school is a combination of academic achievement and a range of other factors such as attendance, engagement in lessons, aspirations etc that are referred to as soft measures In previous years, where there has been an improvement in two or more soft measures, there has been an improvement in academic achievement	The Head of School is recording their use of PPG The Soft Measures Tracker is being updated ½ termly The RAG ratings for specific soft measures are improving for all children	Head of School	Half termly during Pupil Progress Meetings
Total budgeted cost					£1,940
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?
Children with delayed speech and language development make rapid and sustained progress to meet age related expectations	Phonics programme intervention	Moderate impact for very low costs according to the Education Endowment Foundation	Clear baseline assessments Detailed planning and monitoring of the specific phonics needs Regular ½ termly assessments to measure progress	Head of School English Specialist in Education advisor	Half termly during Pupil Progress Meetings
Children not on track in Reading to make rapid and sustained progress to meet age related expectations	Reading comprehension strategies, such as Guided Groups and Reciprocal Reading Pre-teach sessions Catch-up sessions	High impact for very low costs according to the Education Endowment Foundation	Clear baseline assessments Detailed planning and monitoring of the specific reading skills Regular ½ termly assessments to measure progress Use of ½ termly PIRA testing	Head of School English Specialist in Education advisor SENDCo	Half termly during Pupil Progress Meetings

Children not on track in Writing to make rapid and sustained progress to meet age related expectations	Writing strategy sessions, such as Guided Groups, handwriting and EGaPS Pre-teach sessions Catch-up sessions	Moderate impact for moderate costs according to the Education Endowment Foundation	Clear baseline assessments Detailed planning and monitoring of the specific writing skills Regular ½ termly assessments to measure progress	Head of School English Specialist in Education advisor	Half termly during Pupil Progress Meetings
Children not on track in Maths to make rapid and sustained progress to meet age related expectations	Maths strategy sessions, such as Guided Groups, reasoning and arithmetic Pre-teach sessions Catch-up sessions	Moderate impact for moderate costs according to the Education Endowment Foundation	Clear baseline assessments Detailed planning and monitoring of the specific maths skills Regular ½ termly assessments to measure progress Use of ½ termly PUMA testing	Head of School Maths Specialist in Education advisor SENDCo	Half termly during Pupil Progress Meetings
Total budgeted cost					£1,500
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?
Systems of communication and collaboration between home and school are having a positive impact on children's achievement, both academically and on the soft measures tracker	Enhanced parental consultations	The school only has care and responsibility for children for 20% of the time across a year, therefore it is crucial to collaborate with parents and carers Moderate impact for moderate costs according to the Education Endowment Foundation	Half termly meetings with parents and carers of PP children are taking place The Soft Measures Tracker is being updated ½ termly Children are making strong progress evidenced on the school's assessment system	Head of School Executive Head teacher	Half termly

Support and interventions are put in place to ensure that the needs of children with social and emotional issues are met	THRIVE style interventions	Moderate impact for moderate costs according to the Education Endowment Foundation	The Soft Measures Tracker is being updated ½ termly Children are making strong progress evidenced on the school's assessment system	Head of School SENDCo	Half termly
All children have access to a broad and enriched curriculum irrespective of the socio-economic background	Use of PP funding to pay for enrichment activities	Morally, children should not be excluded from taking part in school enrichment opportunities because of their socio-economic background	School records for participation in a range of enrichment opportunities	Head of School Executive Head teacher	Half termly
Total budgeted cost					£1,500

4. Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Additional interventions facilitated by Support staff	Small group interventions	The vast majority of children made strong progress	To establish clear baseline data for all children To monitor the impact of the interventions more regularly	£500
To enable the Teacher to be able to deliver catch-up and pre-teach sessions	Teacher led pre-teach and Catch up sessions – additional cover provided by Support staff	This enabled the children to benefit from small group teaching on specific areas of the curriculum	To monitor the impact of the sessions more regularly	£500
To ensure that staff have the knowledge and skills to best support children with their learning	Training for staff on moderation of learning and improving outcomes for children	This was able to standardise age related expectations across the staffing structure	To ensure that this standardisation and moderation approach is calendared across the academic year That there is a series of internal and external standardisation and moderation events across the academic year	£500
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
To help children catch up to age related expectations	Phonics interventions	The vast majority of children made strong progress 100% pass rate for Year 1 children	To establish clear baseline data for all children To monitor the impact of the interventions more regularly	£300

To help children catch up to age related expectations	Speech and Language interventions	The vast majority of children made progress	To establish clear baseline data for all children To monitor the impact of the interventions more regularly	£200
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
To ensure that all staff are aware of their PP children and adapt provision accordingly	All teaching staff complete weekly PPG tracker	Picture painted to enable HoS and class teacher to monitor progress in learning and SEMH forensically and to act early in the case of any issue.	To ensure that the measures put in place to support PP children are measurable and follow SMART targets	Free
To cater to the interests and skills of the PP children to encourage engagement within lessons	Prioritise PPG students in an activity that is likely to improve commitment, interest or progress (eg. use of laptops, ipad)	Pupils feel increased motivation to learn – self-regulation.	A simple low cost approach to boost engagement and motivation to learn	Free
To ensure that the Head of School monitors the provision for the PP children and that they have a voice in the process	Visit PPGs in learning walks, drop-ins, pupil conferencing to guarantee they get HoS attention.	Close monitoring ensures prioritised pupils are feeling valued and their voices heard.		Free
To boost self-esteem and aspiration through roles of responsibility across the school	PPG pupils have roles and responsibilities throughout school (school council, critical listener, summariser in reciprocal reading etc)	Pupils are empowered	This will continue. Low cost and positive impact on self-esteem	£50

Phil Whittle, Executive Head Teacher, & Deirdre Petersen, Head of School

Developmental marking to be as effective as possible	Marking and assessment of PPG books and homework a priority.	Pupils feel their effort is valued and link with home learning strengthened.	Easy strategy for teachers to follow	Free
To ensure that socio economic status does not inhibit children from accessing learning resources	Ensure PPG children have sources of support (if needed) for homework and lesson activities.	Increases chance of making strong progress.		£100
To explicitly teach and develop life-long learning skills and metacognition	Use of PPG children as peer tutors – Kagan mentoring, working with younger pupils.	Autonomous learning to increase rate of progress.	High impact for very low costs according to the Education Endowment Foundation This will be continuing	Free
To build in reasoning and other higher level cognition skills	Schedule into lessons 'learning conversations' or pupil conferencing (after a writing exercise)	In lesson, immediate feedback has greatest impact.	High impact for very low costs according to the Education Endowment Foundation This will be continuing	Free
To support PP children with interpersonal and relationship skills	Identify seating plan to place PPG pupils with learners who will aid peer tutoring.	Kagan groups rotated half termly to ensure PPG pupils work with all types of learner.	Children are becoming more skilled at facilitating the Kagan Groups and practising the skills	Free
Improve professional relationships with Parents/Carers and collaborate over target setting for home and school	Cover for class teachers to meet with parents/carers for extended meetings 6 times over the academic year for review of progress and target setting	The engagement of parents and carers with the school improved dramatically Children were able to achieve their home and school small step targets	This will most certainly continue Moderate impact for moderate costs according to the Education Endowment Foundation	£400

Phil Whittley, Executive Head Teacher, & Deirdre Petersen, Head of School

To support children and families with issues concerning social and emotional development	Social and emotional support – THRIVE and outside agencies	Staff were able to support children with social and emotional challenges more effectively Children learnt self-regulating strategies and were better able to access the curriculum	Moderate impact for moderate costs according to the Education Endowment Foundation	£50
To ensure that children have equal access to enrichment activities	School trips, visits and residential	The vast majority of children took part in a range of enrichment opportunities across the year including school trips, visits and a residential	Morally, children should not be excluded from taking part in school enrichment opportunities because of their socio-economic background. Therefore this will continue.	£100

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