

# Pupil premium strategy statement

## Little London Primary School

### Pupil Premium Strategy 2020-22

The Pupil Premium allocation is used to help reduce the gap in attainment between children who have experienced poverty, though we are conscious that free schools meals is an imperfect indicator of educational disadvantage and that many other children at Little London experience similar barriers to learning. Although the spending is targeted, some of it also benefits other children in their learning and attainment.

On many indicators, pupils at the school who are officially classified as 'disadvantaged' are now achieving as well as other children. This provides confirmation of the benefits of our pattern of use of Pupil Premium funds.

Many Pupil Premium and other children experience a range of barriers to learning, particularly:

- limited educational experiences outside of school;
- a lack of resources for learning;
- parents who are not fluent in English and struggle to help their children's learning.

These difficulties have become particularly apparent and acute during the Covid lockdowns.

They impact on core skills of literacy and numeracy and spoken language, as well as pupils struggling to express their thinking or emotions. Though problems can manifest through behaviour and attendance, both of these are currently good due to a highly motivated and dedicated staff with strong community links.

The funding is used in various ways to supplement the school's core budget and enhance our work of overcoming disadvantage. It should be seen as complementary to core budgets, and in turn enhanced by Covid catch-up funding. Much of our core spending is devoted to improving engagement and enriching learning, through staff development and quality resources, including abundant reading books. Staff development always foregrounds the need for rich educational experiences and progress towards fluency in spoken and written English. A particular emphasis is placed on English as an Additional Language, given that over 75% of Pupil Premium children are also EAL.

**General evaluation:** The progress of pupils eligible for Pupil Premium is monitored each half term by the Headteacher and leadership team meeting with staff. This is reported regularly to governors. Discussions also take place regularly between the Headteacher, the pupil premium lead (a phase leader) and the governor lead for Pupil Premium. Specific evaluations are detailed in the attached Strategy Statement. On a termly basis, differences in attainment and progress between PP pupils and others is monitored.

A major strategic review was due in November 2020, but had to be delayed because of disruptions and urgent priorities due to Covid. However, after discussion with the governing body, the pattern of spending was adjusted by the purchase of Chromebooks to remove a major barrier to learning.

The retirement of our current Headteacher in July 2021 made it inappropriate to initiate a major three-year review at that time. This is now planned for the 2021-22 academic year, to impact on spending beginning September 2022.

The EEF Teaching and Learning Toolkit and other research will be used to prompt questions during this review.

## School overview

Metric	Data
School name	Little London Primary School
Pupils in school	500
Proportion of disadvantaged pupils	50%
Pupil premium allocation this academic year	£288,490
Academic year or years covered by statement	2020-2022
Publish date	01 December 2020
Review date	01 November 2022
Statement authorised by	Jill Wood
Pupil premium lead	Nicola Howe
Governor lead	Terry Wrigley

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-1.0
Writing	-2.6
Maths	-0.1

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	49%
Achieving high standard at KS2	3%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	A strong focus on spoken language, including for EAL pupils, to strengthen the foundations for literacy and numeracy.
Priority 2	To broaden cultural experiences (eg farm and seaside visits), including for children new to England or with limited opportunities beyond the immediate neighbourhood. Aims include confidence, English in real contexts, etc.
Barriers to learning these priorities address	Many pupils begin schools with limited spoken English. Many families have limited opportunities to develop their children's experiences.
Projected spending	see specific sections below

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (-1.0 in 2020)	Sept 22
Progress in Writing	Achieve national average progress scores in KS2 Writing (-2.6 in 2020)	Sept 22
Progress in Mathematics	Achieve average KS2 Mathematics progress score in KS2 Mathematics (+0.1 in 2020)	Sept 22
Phonics	Achieve national average expected standard in PSC	Sept 22
Other	Improve attendance of disadvantaged pupils to LA average (98.5%)	Sept 22

## Enhancing the quality of teaching and learning

Measure	Activity
Priority 1 £129,000	<i>English as an Additional Language.</i> A specialist teacher (0.6) and 4 Higher Level Teaching Assistants for EAL, to provide classes for beginners, in-class support in classes with the highest PP numbers, and individual tuition.
Priority 2 £15,000	<i>Chromebooks.</i> All children from Years 2-6 have been provided with this IT equipment to enhance learning in class and at home. (Part funded)
Priority 3 £8000	<i>Additional reading books</i> for classrooms and libraries, focused on particular target groups.
Priority 4 £1800	<i>Mathletics</i> - lunchtime clubs, parent and child workshops, certificates to boost maths results.
Barriers to learning addressed by these priorities	Academic success is seriously hindered by a lack of fluency in spoken English. Many families lack facilities for home learning, especially IT and reading books. Parents are often unable to support maths through lack of knowledge.
Projected spending	£153,800

## Targeted academic support for current academic year

Measure	Activity
Priority 1 £12,500	<i>Speech and language therapy</i> . Additional days of specialist help to ensure that the most vulnerable children are seen quickly.
Priority 2 £12,400	<i>Impact North</i> - mentors for vulnerable children with emotional barriers to learning, to listen to children's difficulties and aid concentration and good behaviour.
Priority 3 £1800	<i>Espresso</i> - the language section is particularly useful for children new to English
Priority 4 £900	<i>Beanstalk</i> - reading charity organising volunteers reading with pupil premium twice a week
Priority 5 £700	<i>Phonic Play</i> - an online web platform to give additional support and practice through independent study for pupils needing additional work on phonics.
Barriers to learning addressed by these priorities	Encouraging opportunities to hear, read and speak the English language in a wider variety of settings and experiences.
Projected spending	£28,300

## Wider strategies for current academic year

Measure	Activity
Priority 1 £52,000	<i>Pastoral support from learning mentors and parent support workers</i> . Provides support for troubled families, learning support after a period of absence, interventions for anger management, art therapy, story therapy, lego therapy. [Part funding]
Priority 2 £27,000	<i>Shine programme</i> . A creative artist is employed for three days each week, using drama, dance and debate to engage pupils with the current theme. This provides quality engagement, builds confidence and strengthens spoken language, whilst improving concentration, teamwork and attitude. During lockdown, the creative artist recorded videos for online use.
Priority 3 £15,000	<i>School visits</i> : subsidises school visits for children who cannot contribute financially
Priority 4 £5000	<i>Summer playscheme</i> - places for 30 pupil premium children for four weeks, including additional academic work.
Priority 5 £3000	<i>School meals / milk</i> - ensures that all children participate equally, without stigma. [Part funding]

Priority 6 £2200	<i>Border Moves</i> - an African drumming group which engages children in music and dance. Promotes self-confidence and self-esteem, particularly for more vulnerable groups.
Priority 7 £1500	<i>School uniform</i> : additional grants targeted at particular children, to boost self-esteem.
Barriers to learning addressed by these priorities	Dense housing conditions, high levels of poverty, and recent migration often restrict pupils' experiences and confidence, which in turn impact on participation and success in formal learning.
Projected spending	£105,700

## Monitoring and Implementation

Area	Challenge	Evaluation of mitigating action
Teaching	Improving spoken English.  Digital access for home learning.	<i>Benefit evaluated through progress on Bell Trust assessments, feedback from teachers and other attainment indicators such as PIRA, PUMA and GAPS (Rising Stars).</i>  The Chromebook initiative is being formally evaluated and supported by Manchester Metropolitan University using surveys and interviews.
Targeted support	To remove barriers to learning for specific groups	The benefits will be evaluated through feedback from class teachers and the target pupils, as well as monitoring of progress data and pupils' work.
Wider strategies	To ensure that all pupils have the experiences and support they need for confident participation in learning.	Feedback from class teachers on the benefits to pupils, including behaviour, engagement and learning. This will include qualitative observations and FFT progress data.

## Review: last year's aims and outcomes for 2020

Aim	Outcome
Progress in Reading	<p><b>Attainment</b> 100.4 compared to 100 for Not FSM6 Middle attainers 104.2 compared to 106 for Not FSM6</p> <p><b>Progress</b> -1 compared to +2.9 Not FSM6</p> <p><i>Attainment gap has closed.</i> <i>Progress must become a focus</i></p>
Progress in Writing	<p><b>Attainment</b> 97.7 compared to 96.3 for Not FSM6 Middle attainers 104 compared to 105.5 for Not FSM6 Not White 98.2 compared to 96.7 Not FSM6</p> <p><b>Progress</b> -2.6 compared to 0.0 Not FSM6</p> <p><i>Attainment gap has closed.</i> <i>Progress must become a focus</i></p>
Progress in Mathematics	<p><b>Attainment</b> 100.5 compared to 101.3 for Not FSM6 Middle attainers 105.8 compared to 107.5 for Not FSM6</p> <p><b>Progress</b> 0.1 compared to +3.5 Not FSM6</p> <p><i>Attainment gap has closed.</i> <i>Progress must become a focus</i></p>
Phonics	<p>Exceeded disadvantaged national average ahead of projection following introduction of new phonics scheme and staff training. New aim of disadvantaged pupils meeting national average for all pupils by September 2021.</p>
Other	<p><i>No improvement in attendance since last year. New focus on cross-school and across-LA working to address this issue. Check</i></p>