

TLMPS Pupil premium strategy statement 2020 – 2021

Introduction

The Governing Body of TLMPS have important responsibilities for ensuring that the Pupil Premium funding is both effectively targeted and has an impact on the attainment and progress of those it is intended to help. The Governing Body's oversight of the Pupil Premium is one of the principle ways that they can deliver on their high aspirations and ambitions for all pupils at our school. We have a key Governor, Councillor Richard Manchester, who is also our Vice Chair.

The key aspects of the Governing Body's role are: deciding how the Pupil Premium is spent, what goes into the PP strategy, monitoring its impact and demonstrating accountability.

In allocating this funding, we have first determined what barriers have limited the progress and attainment of these children as well as any specific requirements they might have. Areas for development have been linked to school priorities and challenges/barriers have been identified. Planned actions and initiatives are designed to overcome these challenges and impact will be measured against described success criteria.

Pupil Premium funding is primarily used to support high levels of staffing across school to provide continual support and interventions to identified pupils.

TLMPS overview (April 2020)

Pupils in school	96 + 16 place nursery
Proportion of disadvantaged pupils	49%
Pupil premium allocation this academic year	£68,595.00 + 4,749.85 Carry forward. Total: £73,344.85
Academic year or years covered by statement	2020 – 2021
Publish date	20 April 2020
Review date	1 April 2021
Statement authorised by	Lisa Croft Chair of Governors
Pupil premium lead	Lisa Jackson
Governor lead	Richard Manchester

KS2 Disadvantaged progress scores 2018 and 2019 (No data available for 2020)

Measure	Score 2018	Score 2019	Score 2020 – TA – no DfE score available	Score 2021
Reading	0.9	-2.70		TBC
Writing	1.46	2.37		TBC
Maths	2.37	1.43		TBC

KS2 Disadvantaged pupil performance 2018 and 2019 (No data available for 2020)

Measure	Score 2018	Score 2019	Score 2020 – TA due to Coronavirus	Children re-baselined following Spring 2021 lockdown (8/3/2021 onwards) and progress analysed across all groups
Meeting expected standard at KS2	83%	55%	63%	
Achieving high standard at KS2	0%	0%	0%	

Strategy aims and key priorities for disadvantaged pupils at TLMPs 2020-2021.

Summary of external key barriers to Educational Achievement.
<ul style="list-style-type: none"> • Social and emotional barriers impacting on concentration, confidence and self-esteem. • Family health and wellbeing impacting on attendance =and resilience. Disadvantaged pupils have lower attendance rates than non-disadvantaged pupils. • Poor diet impacting on concentration levels. • Poorly developed parenting skills which affects pupils' social and pre-school language development. • Lack of opportunity for developing key literacy and numeracy skills through speaking and listening. • Lack of opportunities for developing knowledge and understanding of the world outside school compounded by a lack of available transport within a remote location which reduces opportunities for pupils to engage in a wide range of outside activities. • Lower levels of motor on entry to school. • Lack of opportunity for additional sporting or enrichment activities outside of school due to family finances. •
Overall objectives for Pupil Premium Funding.
<ul style="list-style-type: none"> • Provision to raise attainment in English, specifically phonics and reading. • Provision of wide ranging support and intervention in targeted areas of school to support learning and progress. • Provision of support for attendance/PA. • Provision of social, emotional and mental health support.

Overview 2020-2021

Areas for Development	Link to SIP Priority	Challenges
1. To ensure all relevant staff implement the new Long Term phonics plan so that phonics is delivered effectively and gaps in learning are reduced.	SIP 1	Ensure all staff use evidence based whole class teaching interventions. Ensure enough time is given over to allow for staff professional development.
2. To work as a staff to ensure that reasoning and problem solving within maths is embedded from EYFS through to year 6.	SIP 2/4	Ensuring enough time for school maths coordinator to support and monitor small groups of targeted pupils.
3 To improve the attendance of children in receipt of PP funding and reduce the number of PP children who arrive late for school and the number of minutes lost through poor punctuality.	SIP 3	Children in this category historically tend to stay off school with more regular health related issues such as colds and sickness. There are children who have family issues which have resulted in time off and also anxiety around coming to school. Proactive work in recent years has reduced the gap in attendance between PP and N.PP children but it is not yet eradicated. Home and family issues frequently cause children to be late. This results in PP children missing out on a vital part of the school day including settling time into class/pre-teach activities and mental maths.
4. To increase the % of children in receipt of PP who attain ARE in reading in end of Key Stage Two tests.	SIP 1/2/3	Children in receipt of PP funding spend less time reading than their peers resulting in them having a less developed knowledge and understanding of the world and consequently making slower progress in learning across the curriculum. This also results in a lower than average reading age and comprehension skills. Making it harder for children to perform well in assessment. In July 2020, 100% of non-PP pupils and 75% of PP pupils achieved ARE in reading at the end of KS2
5. To improve mental health and wellbeing of children in receipt of PP funding.	SIP 3	In school tracking systems in March 2020, 3% of children on roll have concerns recorded relating to anxiety and stress. All 3% of children on roll stated above are in receipt of PP funding.
6. Poverty proofing wider school life.	SIP 4	Impact of National Lockdown from 23 March 2020 and uncertainty surrounding family finances.

Strategy aims for disadvantaged pupils 2020-2021

	Initiative	Success criteria	Target date	Impact statement	Budget allocation	Actual spend 2020/2021
1	Accelerated reader, Let'sTalk, Speech and Language Link, Infant Link, Launchpad to Literacy & Mable	Achieve the national average expected standard in phonics at the end of Y1	Autumn 2020	17 total in the year group, 1 child deferred. Of which: 11 passed 69% 4 working towards 1 child absent. Shielding supported by Home Hospital. Actions as a result: Online phonics lessons/videos at home (current climate). Use of online websites/subscriptions to aid reading such as: reading eggs, fast phonics, phonics play, phonics to dos on Purple Mash. In class extra phonics interventions and targeted groups getting pre taught before the lesson so they are getting each lesson/sound twice. Mable funded through Col15 at no cost to school.	£10,000	AR: £1,312.08 SALT: £3,393.00 PM: £2,300.00 LPL: £225.00
2	Key focus of a daily reasoning or problem-solving challenge from EYFS through to year 6.	Achieve national average progress scores in KS2 Mathematics	Summer 2020	On full school reopening in September 2020, time was allocated across the school at the end of mental maths sessions for daily reasoning/problem solving. Due to the impact of local lockdowns, national lockdowns and bubble closures, this will continue for the rest of the academic year in order to monitor its impact.	£100.00	Maths: £94.90
3	Partnership approach to attendance	Office staff employed to track School attendance & punctuality off pupils in receipt of PP tracked daily and reviewed.	Ongoing	Discussion with parents and pupil who fall below 95% attendance. Identified clerical support to ring/distribute letters and follow Attendance Management Toolkit advice in a timely manner. Reward System in place. Our target to reduce the number of minutes lost by PP children by at least 50% has been suspended. Attendance has been tracked in accordance with local/national lockdowns and bubble closures due to COVID. All welfare calls have been made and necessary links with outside agencies for our vulnerable pupils made by the HT/Class teacher.	£3,000.00	Salary 1 hour X 5 £2,641.80

4	Fiction Express	Children in receipt of PP funding make better than expected progress in reading	<p>TA/HLTA is deployed to deliver targeted intervention for children in receipt of PP funding. Intervention is regularly reviewed to ensure constant impact</p> <p>Reading data is reviewed regularly to moderate outcomes, analyse progress and identify children in need of further support/intervention. Staff training is delivered as identified through school self-evaluation and quality assurance procedures to raise standards of teaching and learning. Effective intervention strategies are sourced and delivered to children by effectively trained staff.</p> <p>*In September 2020, we bought into Reading Eggs as a tool for blended learning between home and school.</p>	£53,000.00	RE: £572.00 DLR: £1,286.00 HLTA: £32,499 TA: £23,345.00
5	<p>Improve the tolerance and understanding of all members of society.</p> <p>Prioritise wellbeing and mental health as part of a Rainbow curriculum following enforced COVID-19 closure.</p>	Achieving the Gold standard for Educate and Celebrate Anxiety and stress should not be a barrier for learning for any child in receipt of PP funding	<p>Educate & Celebrate - submit evidence from 2019 – 2020. TLMPS achieved Silver Award in Summer 2020. We have continued to embed use of E&C books across the curriculum and assembly timetable.</p> <p>Identified leads identified to work with 'One Point' to support families with school attendance at TAF's/through participation in Trailblazers. 8 pupils have been supported by the MHST since we joined in July 2020 and 6 of them are PP (75%).</p> <p>Staff training is delivered to support early identification and referral of children with mental health needs or concerns. Referrals are made and support is provided in school through effective intervention. Designated Mental Health First Aider appointed Spring 2020.</p> <p>Teaching staff training for 'Youth Mental Health Awareness' in January 2021.</p> <p>Wellbeing carousel activities in each class on a Friday afternoon as part of weekly curriculum timetable – jigsaws, yoga, relaxation, mindfulness colouring etc.</p> <p>Recovery curriculum training HD July 2020. Planning in place to effectively support the return of all pupils by returning to existing classes and moving up following October half term.</p> <p>This target will need to continue into next year focusing on the reduction in the % of children in receipt of PP funding who are recorded as having anxiety and stress related issues in school due to longer term impact of COVID isolation. From March 2020 to January 2021, the overall number of pupils on roll recorded as having anxiety and stress related issues and receiving support from the MSHT has increased from 3 pupils to 8 pupils.</p>	£3,500.00	Wellbeing Award: £3,150.00 TT: £188.00

6	Relaxation of uniform policy until second half autumn term (Post COVID19 impact on financial wellbeing of families) and continued support for PP children NOT in receipt of FSM to have a hot meal at lunchtime.			Providing all pupils with a water bottle in September. Improved concentration and pupil outcomes in KS2 post lunch through the provision of a high-quality hot meal at lunchtime. Trips/extra-curricular activities funded to ensure no child disadvantaged. These are currently suspended but will resume in line with advice from Government. A wide range of after school clubs including free access to the community centre IT suite (always supervised by youth/community worker staff) weekly. These are currently suspended but are planned to resume spring 2021.	£3,000.00	44x Water bottles:£44.00 KS2 Fruit: £421.00 Violin: £453.50 Meals: £1,069.00 (2 terms)
					Total Allocation	Total spend to date
				Total 2020-2021 Budget £73,344.85	£74,600.00	£72,994.28
				Remaining balance	£744.85	£350.57

* Changes to accountability arrangements.

As part of steps taken to fight the spread of coronavirus (COVID-19), the government announced that all exams due to take place in schools and colleges in England in summer are cancelled and that it will not publish any school or college level educational performance data based on tests, assessments or exams for 2020.

Schools and colleges will not be held to account on the basis of exams and assessment data from summer 2020 and that data will not be used by others, such as Ofsted and local authorities, to hold schools and colleges to account. National, regional, local or constituency statistics for any primary school assessments for the 2019 to 2020 academic year will not be published. For Primary schools this includes the following for 2020:

- early years foundation stage profile
- Year 1 phonics
- key stage 1
- Year 4 multiplication tables check
- key stage 2

This was extended to Jan 2021 include examinations this academic year.

Our priorities, when returned to school in the Summer term 2020 focused on wellbeing and mental health of all pupils with specific targeted work for identified children.

In September 2020, upon return to school for all year groups, our pupils remained in their same class with the same teacher. This allowed their teacher to reinforce knowledge and skills quickly and provide a focus on wellbeing and a welcoming, known face for the pupils to return to. All children moved up to their new class/year group following the half term break.

Wider strategies for the current academic year		
Priority 1	Positive learning environment and daily support for pupils, post lockdown and during continuing social unrest linked to COVID 19.	
Priority 2	Specific mental health support for pupils due to increased demand linked to anxiety.	
Priority 3	Attendance monitoring and support for disadvantaged pupils.	
Barriers to learning these priorities address	Improving attendance, readiness to learn, reducing anxiety and providing individualised support for the most disadvantaged.	
Monitoring and implementation		
Area	Challenge	Mitigating Action
Teaching	Ensuring enough time is given over to allow for staff professional development.	Use of staff meeting programme and inset days in addition to cover using HLTA's.
Targeted support	Ensuring enough time for lead teachers to support pupil tracking and monitoring activities. Identify additional intervention strategies.	Lit lead taking over lead in EYFS. Additional learning support. Additional management time through using KS2 HLTA.
Wider strategies	Engaging and supporting the families facing the most challenges.	Whole school approach, open door policy and focused communication. Welfare calls and targeted TEAMS sessions.