**Pupil Premium Strategy 2020-21**

**Key to acronyms:**

AT: Assistant Teacher

HT: Headteacher

PP: Pupil Premium

PLAC: Post Looked After Child

EHCP: Education and Health Care Plan (Annual Review)

Senco: Special educational Needs Coordinator

 Amount of Pupil Premium funding received 2020-21:

 £21, 520 To support:

16 pupils of whom:

No LAC or PLAC

16 KS1-KS2 who receive £1345

Total amount: £21,520

Identified barriers to educational achievement:

Longton Primary School has identified the following as likely barriers for some of the pupils currently in receipt of Pupil Premium:

1. Reduced Communication Skills
2. Access to extra-curricular activities – including clubs and educational experiences
3. Attendance
4. Behaviour – pupils with specific social and emotional needs which affect their learning, anxiety, anger management
5. Literacy and numeracy skills.

It is also known that a number of families are on the cusp of being ‘pupil premium’ but due to hardworking, low income, parents they tip just outside the threshold. These children benefit hugely from the additional provision.

35% of our children live in a one parent family. A number of these children have additional needs in relation to emotional support.

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| Barrier | Key expenditure – how the allocation will be spent, area of spend | Focus and Rationale | Total allocation |
| A/C/D | Relax Kids | Children's mindfulness and relaxation. Relaxation CDs, classes and books for anxiety, anger management, sleeping problems and self-esteem. 1-1, small group work.  | £7694 |
| B/E | Letter Box book club | Each child receives their own colourful parcel of books, maths games, stationery and other high quality materials once every month for six months, from May to October. An AT will work through with family at the start and end. | £500 |
| E | More able group work | 2 hours per week sessions set aside for PP children who are more able | £1900 |
| C/D | Behaviour Consultant | Early intervention support, advice and the tools necessary to ensure the development and continued growth of children with social, emotional and behavioural difficulties. | £5000 |
| E | Support for learning  | 1-1and group work to support children reach high expectations in learning for English and Maths for 2 hours per day. | £5,700 |
| B/C/D/E | Music Specialist teaching | **Increases memory skills.** Learning an instrument teaches a child how to create, store and retrieve memories more effectively.**Teaches perseverance and creates a sense of achievement.** Learning to play an instrument takes a lot of time, patience and practice. As a child reaches her goals, she will feel a sense of achievement and pride.**Improves coordination.** Playing an instrument requires the brain to work at advanced speeds. Reading music is converted in the brain to the physical motion of playing the instrument. Those who play instruments have improved hand-eye coordination.**Improves math skills.** By understanding beat, rhythm and scales, children are learning how to divide, create fractions and recognize patterns.**Improves reading and comprehension skills.** Learning and playing music requires constant reading and understanding. Children need to identify a note on the page and recognize which note (pitch) to play on their instrument, how long to hold it, what finger to use and how loudly to play it.**Creates responsibility.** Maintenance and care are important in keeping an instrument in working condition. Children must also learn to make time to practice and remember music rehearsals and performances.**Exposes children to cultural history.** Music itself is history, and each piece usually has its own background and storyline that can further appreciation of other cultures.**Sharpens concentration and listening skills.** Playing music requires concentration on pitch, rhythm, note duration and quality of sound.**Teaches discipline.** Practicing often and working on the hard parts of music and not just the easy parts requires discipline.**Promotes happiness in the child’s life and for those around them.** It’s not only fun for a child to play music they enjoy, it also feels wonderful to hear an audience applaud for giving a great performance. It can also be very honourable and gratifying for a child to voluntarily play in their community and see the happiness on people’s faces as they listen. | £3493 |
| E | Spelling support including Spelling Zone | Spellzone is an online English spelling resource. It unlocks the mystery of English spelling and is adaptable for all abilities. | £250 |
| A/C/D | Time to shine curriculum  | Following on from the Covid-19 lockdown we are concerned about the impact it has had on our children. We therefore intend to restructure the timetable of a day and focus on our newly designed time to shine curriculum.  | £2500 |
| B/C/E | Online learning | Capitalise on the fact children have been learning at home and keep them in this good routine. | £3000 |
|  |  | **Total** | £30,037 |

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| Barrier | Area of spend | Intended outcomes – why these approaches were taken | Actions | Reviews |
| A/C/D | Relax Kids | Improved wellbeing Children more settled and focused Reduced anxiety  | Regular reviews with the HT and parents.Children receive 10 weeks personalised relax kids sessions | With Covid a number of our children have needed additional support via zoom or by coming in to school. It is reported that the 5 children who received relax kids via zoom all benefitted. 15 children have undertaken 1-1 sessions or in 2-1. These sessions are incredibly popular and many parents would like their children to access this support. This has certainly enabled greater home school communications because parents have opened up about situations etc. enabling us to further support their child. The data for this shows that the children and families not only value these sessions but also wellbeing is enhanced. Sample analysis link –  |
| B/E | Letter box books | Develop home school linksImproved learning outcomesImproved confidence in specific areas | Regular reviewsTermly meetingsTracking of progressShare resources and meet with parents1-1 sessions with children | This resource was even more welcomed by our children and families because of Covid and the need for some of our Pupil premium children to stay at home. With The 1-1 sessions and personal support in school alongside some very beautiful resources going home have enabled 5 children to engage further in their learning and develop a love for books. It has also helped their communication skills and their tolerance to others when playing games. Families report that they have enjoyed the resources and how they support home learning. They have uplifted children’s confidence which has then impacted on their classroom attitudes. 100% parent and 100% children’s questionnaires are very positive.  |
| E | More able group work | Improved focused learningIncreased attainment | Regular reviewsTermly meetingsTracking of progressSmall group sessions with children | All 2 more able children have made at least expected progress this year which has been possible because of them being able to come in to school during Covid. However, the 1 child who did not attend because mum wanted them to stay at home has not made as much progress as would be expected. This child has received other forms of support whilst returning to school. Once settled a focus will be placed on academic progress. Tutor time has been a huge success and a strategy that will be utilised further in future years. |
| C/D | Behaviour Consultant | Teachers have a greater understanding of children’s needsChildren are able to focus on learning | Regular reviewsTermly meetingsTracking of progressShare resources and meet with parents* 1. sessions with children

Group sessions | An absolute invaluable life line this year for children who have shown upset due to Covid Lockdowns. She has supported anxiety and OCD behaviours relating to Covid worries. Via consultant support a child with ASD has now been accepted to special school which will enable him to remain in one school until he is 18. This is perfect for him and would not have been possible without the consultant.  |
| D | Support for learning | Improved learning in RWMChildren have greater confidence in RWMLearning tasks tailored to specific needs of pupils – closing gaps in understandingConsolidation of learning completed in classes – time for practise and application of skills Small group time for confidence building Time to work on EHCP outcomes in a different environment | Regular reviewsTermly meetingsTracking of progressShare resources * 1. sessions with children

Group sessions |  These sessions known as ‘tutor time’ have been well planned and are clearly driven by children’s needs.Resources have been developed to support areas of need.This has been hugely beneficial following Covid and remote learning. We cannot say that all children are now on track but almost all children enjoy learning more than they did previously. See excel chart for outcomes – below. |
| B/C/D/E | Music Support | Improved learning outcomes in music and communication Improved confidence for pupils in specified areas Consolidation of learning completed in classes in a large group setting  Confidence building through local and national performances  | Regular reviews of PP pupils Regular communication between PP Music Specialist and class teachers – individual pupils’ needs, learning to consolidate, sharing of resources  Teaching resources and materials – PP Music Specialist to liaise with AHT and Music Subject Leader as necessary | Music has not been possible in the planned form due to Covid however we believe there is a positive to this. We have purchased additional instruments for class sets and children have been learning ukuleles, recorders, boom whackers and glocs. They have learned a great deal of music appreciation. Some children have had 1-1 or small group tuition in person or via zoom. The children who have taken up this opportunity have gained a great deal of enjoyment. They have found the sessions both relaxing and rewarding. They state that they are proud of their achievements especially when they have performed in front of the school. Playing an instrument has also had a knock on effect on positive relationships. One child is exceling and making outstanding progress in music. |
| E | Spelling strategies such as spelling zone. | Improved ability to spell and use a diverse vocabulary without out playing it safe. Have confidence to write without the hindrance of poor spelling. Develop confidence in own ability.  | Weekly 1-1 sessionsTracking of progressTermly meetings | Tutor time has further developed and has become a core part of classroom practice. Children develop spelling strategies. 60% of the pupil premium children have made a significant amount of progress in spelling which they can transfer to their writing 20% less than last year which we believe is because of children not being in school for the full year. Children also show through chats and observation that they feel much more confident in spelling. We intend to carry on developing strategies to ensure that they continue to develop and retain strategies. |
| A/C/D | Time to shine curriculum  | Develop and apply strategies to ensure children have opportunities to talk and express themselves. To provide learning opportunities to ensure that children feel comfortable in social environments. For adults to pick up on and handle behaviours (verbal and non-verbal) in an appropriate manner.  | Staff CPD trainingDeveloped timetables to incorporate time to talk.Enhanced verbal feedbackAdapted planning to incorporate reduce, prioritise, change and assemble approaches e.g children ‘doing’ learning. | All teachers/ATs have been trained and have a full understanding of our Time to Shine Curriculum.Talk has been a major focus and has been planned in daily. It has been tricky to get children working in groups and mixing because of Covid risk assessments. As these have eased more sessions have taken place. Our children do seem to be able to talk with confidence to both children and adults. |
| B/C/E | Online learning – rockstars, reading eggs, mathletics. | Children keep up the good practice of motivating themselves to undertake additional learning at home.Children develop a love of learning and see it as fun.Children have increased confidence in their abilities and enjoy coming to school.Any gaps in learning are reduced.  | Weekly sessionsPupil progress reviewsTrack progress and adapt the online resource.Celebrate success. | Initially the online resources have been a life line for all of us in school and at home. However, once we started live learning from home we did need to encourage some children to really engage. It has very much helped with our blended learning approach and for some families who worked from home it helped keep their children ‘busy’ with out the need for adult support.  |

How will the school measure the impact of the Pupil Premium?

All children are tracked on the whole school tracker. This is analysed and a full, detailed report is presented to Governors and teachers three times a year. During the progress meeting with the Teacher, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium groups, the school will look at all pupils across the school. Pupil Premium Funding and the impact of this is a regular item on the governing body agenda and termly meetings between the Senco and Nominated Governor will take place to discuss the impacts. We understand that we have allocated almost double the amount of funds allocated to this aspect of support. We feel that these support strategies are crucial and make a huge impact on our children.

Designated staff member in charge:

 Senco: Sue Hothersall

Assistant Teachers: Julie Atkinson and Janine Wooley – More able sessions

Assistant Teacher: Julie Doherty deliver letter box books

Assistant Teacher: Liza Thomson deliver relax kids

Assistant Teacher: small group intervention for English and Maths

Assistant Teacher: Heather Lamb deliver free music sessions (Whole class, 1-1 and choir)

Consultant: Janette Wallis behaviour support strategies

Date of next Pupil Premium Strategy Reviews:

24/02/2021, 14/05/2021, 13/10/2020.