

Lessness Heath Primary School Pupil Premium and Covid Funding Strategy 2020-21

1. Summary information					
School	Lessness Heath Primary School				
Academic Year	2020/21	Total PP budget	£209,820	Date of most recent PP Review	July 2020
Total number of pupils	639	Number of pupils eligible for PP	156 (26.4%)	Date for next internal review of this strategy	July 2021
		Total Catch Up budget	£47,760		
		Total additional funds 2020-21	£257,580		

Covid Catch up Funding

In August 2020, the Government announced additional funding for schools to deliver Catch-Up funding following the Covid-19 lockdown measures. This amounted to £80 per pupil. The amount allocated to Lessness Heath school based on eligible pupils is £47,760.

The Education Endowment Fund (EEF) has provided early research around projections for the impact of school closures during lockdown, predominantly on the impact for disadvantaged pupils. The school's strategic response to devising and implementing the Catch-up programme fully takes these findings into account.

In summary, the EEF projections for the impact of widespread closures identify:

- The disadvantaged attainment gap widens
- Assessment of lost learning is crucial
- Targeted support in addition to wider school initiatives are required
- Absence rates upon return are crucial

Effective home learning programmes have been found to mitigate the impact. Lessness Heath provided a strong home learning offer for all pupils.

However, we acknowledge that whilst the take up of remote learning was high, a significant number of pupils (including disadvantaged pupils) have had a prolonged period without face to face teaching and learning.

The purpose of this strategy is to effectively plan the way the Catch-Up money will be spent over the coming year and enable us to inform parents, carers and trustees of the impact it has on pupil achievement.

Strategy Aims for Catch Up Funding

Measure	Activity	Staff Lead	How will impact be measured?
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Identify and address gaps resulting from Lockdown, through the recovery curriculum	Reading strategy across the school, which includes online books, reading 1:1 tutoring and staffing capacity to make this a robust model that identifies and closes gaps in this area. Additional booster groups for children in year 6 to close gaps Focused identification and planned support for speech and language in Early Years via the new Wellcomm programme. Maths tutoring 1:1 for Years 2 and 3	SLT	Termly progress data analysed to evidence progress, barriers and next steps. Termly pupil progress meetings Learning gaps will be closed across the school and children achieving at the same, or higher, age related level than pre-lockdown
Ensure that mental health and wellbeing is embedded in the curriculum and supported through therapeutic interventions.	SEPD delivery & Pupil Wellbeing Profiles Parental questionnaires to identify wellbeing needs from lockdown Tiered approach to support mental health across the school CAN support for families in need.	AMB and Inclusion Team	SEPDs and PWPs analysed and next steps planned – data may not change but children will be well supported and vulnerable children/families proactively identified. Families in need of CAN support identified and supported weekly.
Ensure attendance in school, and online if isolating, for education.	Attendance strategy to support pupils, parents and outside agencies to work together to raise attendance of pupils in school. New learning platform to ensure easy access to the daily home learning set if isolating Pupils without access to devices to be supported by DfE I pads or school tablets if isolating at home. Regular check-ins by inclusion team for those self-isolating.	RJ & CF	Attendance across the school is 96% with persistence absence reduced compared to 2019-2020.
Projected spending		£50,000	

Pupil Premium Grant

At Lessness Heath we have high aspirations and ambitions for all our children, and we believe that no child should be left behind. We are committed to ensuring that our children have equal opportunities to achieve their full potential. To ensure this happens, schools in England are provided additional funding through a Pupil Premium Grant (PPG).

Pupil Premium is additional to main school funding. It is used to address inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The funding for the academic year is split in two. The first half is September-March and the second half is April-August.

Schools decide how the Pupil Premium Grant is spent since they are best placed to assess what additional provision should be made in supporting individual pupils and they use this to narrow the attainment and achievement gap between pupil premium and non-pupil premium students. The 2020-2021 pupil premium funding in primary schools is £1345 per child.

'It is for schools to decide on how the pupil premium, allocated to schools per free schools meal pupil, is spent since they are best placed to assess what additional provision should be made for the individual pupil within their responsibility' DfE.

At Lessness Heath we aim to provide quality first teaching as a priority to support pupils further to develop and improve their knowledge, skills and understanding. We invest in improving the quality of teaching and learning and providing research-based interventions to diminish the difference in the attainment gap between our disadvantaged and non-disadvantaged pupils. We aim to develop practice and provision of the highest standard to enable all pupils to achieve their potential through a relentless focus on the attainment and progress of our disadvantaged pupils and an awareness of their needs in everything we do.

Around 26% of our pupils are eligible for Pupil Premium. At Lessness Heath we recognise that each pupil has different needs, concerns and aspirations and we aim to provide a tailored offer of education, care and support which ensures the best outcomes for all.

2. Attainment (End of KS2 2020)		Validated	Validated
		PP performance at Lessness Heath Primary School	National Average for children not entitled to PP
% achieving the expected standard in reading, writing and maths		Disadvantaged attainment and Pupil Progress data for last academic year not recorded due to Covid19	
% achieving the expected standard in reading			
% achieving the expected standard in writing			
% achieving the expected standard in maths			
3. Barriers to future attainment			
In-school barriers (issues to be addressed in school, such as poor oral language skills)			
A.	Large cohort of children, including Pupil Premium children not able to read at the expected attainment standard; this creates a barrier for all learning		
B.	Academic gaps for disadvantaged children likely to have widened due to nation lockdown (Covid19)		
C.	Pupils demonstrate delayed language skills. Acquisition is poor due to narrow experiences and 'language deficit' environment at home.		

D.	33 (21%) of our PP children also have special educational needs. 25 of these have SLCN need and the other 8 children have SEMH need.	
External barriers		
E.	Low attendance figures for PP children. 71% of our Pupil Premium children 2019-20 had attendance below 96%, 30% of these had attendance below 90%. This reduces their school hours and causes them to fall behind.	
F.	PP children often have emotional barriers to learning and families are seeking outside agency support for mental health concerns	
G.	Many families are struggling emotionally and financially as a result of the Covid19 pandemic	
4. Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria (how outcomes will be measured)</i>
A.	At LNH we want all our children to be able to read at at least their age appropriate level.	The difference in reading attainment between PP and non-PP children is narrowing.
B.	At LNH we want all our children to be achieving at least the expected standard in Reading, Writing and Maths when they leave us in Year 6.	Pupil children will achieve at least expected standard in reading, writing and maths in year 6. Focus support, tracking and attainment data in key areas such as phonics, EYFS and KS1 outcomes will evidence gaps not widening for PP children
C.	At LNH children start school with delayed language skills. This can impact underperformance in later life.	Accurate and early identification and support of SLCN. This will both enable children with significant need to receive specialist support at the earliest opportunity and develop teaching to prevent 'cusp' children from needing this support.
D.	At LNH the biggest SEND need is Speech and Language, followed by Social, Emotional and Mental Health need.	Children with these needs are accurately identified and supported at the earliest opportunity, thus enabling them to make progress in all areas of their learning. Assessment data will show children with SEND are making progress in core subjects.
E.	At LNH we want increased attendance rates for all pupils, including those with Pupil Premium	Reduce the number of persistent absentees among pupils eligible for PP to 15% or below. Overall PP attendance to meet the school target of 96% in line with other pupils.
F.	At LNH we want all pupils with SEMH needs to be appropriately supported so their education is least affected	Proactive identification for SEMH will ensure early identification and support in this area. Effective in-school support for SEMH will secure onward referrals for top level is support such as CAMHS and EHCPs Children with SEMH go on to make good progress in core subject when their need has been successfully supported.
G.	At LNH we want all our children to be coming to school happy and ready to learn	Children will come to school happy and ready to learn. Academic targets will be achieved across the school as families will feel supported and children will be in the right place to learn

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?

<p>PP children to perform as well as non-PP children across the school</p>	<p>Implementation and use of FACES across the school</p> <p>Additional Maths, reading and phonics resources purchased to support high quality teaching both in-school and at home if isolating.</p>	<p>EEF recommends ensuring an effective teacher is in the front of every class, and that every teacher is supported to keep improving.</p>	<p>Dedicated PDM to introduce the rationale and benefits of FACES.</p> <p>Faces to be the theme for all moderation and learning walks to ensure sustainability</p> <p>Pupil voice</p> <p>Increased time in school of SLT (2 additional days a week)</p> <p>Additional resources used effectively to ensure progress.</p>	<p>HT & SLT</p>	<p>July 2021</p>
<p>Children to be taught effective speech and language skills</p>	<p>Wellcomm to enhance whole class teaching of speech and language in Early years in Early years</p>	<p>EEF recommends that language acquisition must be a high priority in schools</p>	<p>Baseline of all Nursery children to compliment the Reception S&L assessment</p> <p>Ealy intervention support in nursery</p> <p>S&L therapist to support delivery of wider classroom strategies across EYFS phase</p>	<p>CF</p>	<p>July 2021</p>
<p>Children across the school are reading at the expected level or above for their age. Those that had significant gaps have made good progress to close these for reading</p>	<p>Implementation of targeted reading strategy across the school</p>	<p>EEF recommends considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching.</p>	<p>Dedicated PDM to introduce the rationale and benefits of reading strategy.</p> <p>Half termly data led progress meetings to track progress for all identified pupils.</p> <p>Regular meetings with teachers, pupils and parents to ensure reading profile remains high and all stakeholders and</p> <p>Allocation of 3 additional LPAs to support in Year 3</p> <p>Prioritising additional LPA to lead reading intervention (and dyslexia support across the school.</p>	<p>AHTs (AC & CF)</p>	<p>July 2021</p>

<p>Children across the school are able to access high quality learning, whether in school or at home (due to Covid19)</p>	<p>Implementation of Dojo platform which is used in-school to set homework and to recognise positive behaviour. Also, to enable effective home-school communication regarding attendance and for a platform to access home learning if isolating. Successful acquisition of DFE funded devices to support home learning. High quality home learning offer provided daily via Dojo Oxford Owls online reading books to support home reading for everyone</p>	<p>EEF recommends that ensuring access to technology is key, especially for disadvantaged children.</p> <p>EEF recommends that Teacher Quality is the most important thing when considering remote learning Lessons to include clear explanations, scaffolding and feedback.</p>	<p>SLT and Phase Leaders to monitor home learning offer regularly</p> <p>Regular phase meetings when bubbles are isolating to ensure high quality teaching being delivered</p> <p>Inclusion team to check in weekly/twice weekly with all identified vulnerable families or families not logging on to Dojo to ensure all accessing home learning</p> <p>Devices to be loaned to those families that do not have access at home.</p> <p>Oxford Owl usage to be monitored and ensure levelled books are correctly allocated</p>	<p>AHT (RJ)</p>	<p>July 2021</p>
<p>Clear and consistent behaviour is evident throughout the school to enable effective learning to take place and to model what effective learning behaviour looks like.</p>	<p>Introduction and use of Dojo within the school to create and develop a culture of clarity around behaviour and behaviours for learning.</p> <p>Introduction and use of Jasmin PE curriculum</p>	<p>EEF recommendations suggest that there is a body of evidence which indicates the fact that universal programmes supporting a positive school ethos and improving discipline can provide greater engagement in learning for all children.</p>	<p>The strategy will simplify behaviour expectations within the school. INSET time will be used to work with all staff by Jasmine Active (external provider) to generate buy-in and create shared understanding of the strategies. The school's approach will be reinforced by all staff reinforcing positive behaviour choices.</p> <p>All children will know and have bought into the strategy.</p>	<p>RJ & CF NF</p>	<p>July 2021</p>
Total budgeted cost					<p>£118, 920</p>

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?
The gap in attainment is narrowing between PP and non-PP children.	<p>Intervention and additional capacity in EYFS (SWW) targeted to work with disadvantaged children and those with disadvantaged starting points.</p> <p>Additional capacity in KS1 (SWW) to work with targeted children in phonics.</p> <p>Additional capacity in KS2 (JBB, KH) to work with targeted children.</p> <p>Booster catch up groups for children in Year 6 (R, W, M)</p> <p>Additional LPA to ensure accurate assessment and impact of interventions.</p>	Robust research suggests that high quality early interventions are 'particularly beneficial for children from low income families.'	<p>The most qualified and experienced professionals will add capacity to work with groups of children including PP who are not making the expected rates of progress and attainment.</p> <p>Dedicated LPAs to lead interventions in EYS/KS1 and in KS2</p> <p>Extension of school day to ensure catch up in Year 6</p>	CF	July 2021
Targeted Speech and Language early identification and support across Early Years and Key Stage One to reduced need in this area and enable early outside agency support where needed.	<p>Wellcomm</p> <p>S&L screening to benchmark all children in Reception</p> <p>Thorough and effective SLCN interventions in place across KS1 and EYFS (BLAST, Talkboost, Chatty Champions)</p>	EEF recommends that language acquisition must be a high priority in schools	<p>Chatty Champions training for LPA</p> <p>Termly meetings with Speech and language and LPAs in school to track pupil progress</p>	CF	July 2021

<p>Increased attendance rates for pupils eligible for PP</p>	<p>AHT to lead new attendance strategy across the school</p> <p>AHT to work with the Attendance officer and the EWO to target families eligible for FSM</p> <p>Weekly attendance reports on PP attendance</p> <p>Evaluate impact on a termly basis using information from SIMS</p>	<p>Children with good attendance rate outperform children with a poor attendance rate.</p> <p>71% of our Pupil Premium children 2019-20 had attendance below 96%, 30% of these had attendance below 90%. This reduces their school hours and causes them to fall behind.</p>	<p>AHT to take the lead and regularly update SLT and governors</p> <p>Governor visits to focus on attendance of PP children</p> <p>PP report to include attendance data for this group</p> <p>Whole school approach to increasing attendance to continue</p> <p>EWO to support the AHT in targeting children</p>	<p>AHT</p> <p>Attendance officer</p> <p>Inclusion leader</p>	<p>July 2021</p>
<p>Children are supported in both their school and home life and have a strong understanding of mental health, wellbeing and self-care.</p>	<p>1-1 sessions with the play therapist on a weekly basis</p> <p>Targeted parent workshops for families with a high social and emotional need</p> <p>Whole school Wellbeing approach</p> <p>Draw and talk sessions</p>	<p>EEF research suggests that work to develop children's social and emotional learning has a positive value on attitudes to learning and social relationships in school.</p>	<p>The Inclusion team will have opportunities to attend various different training to increase their repertoire of strategies. Teachers and other teaching staff will be aware of the different work that the team undertake so that children can be referred to the team if and where required. Regular proactive identification of need (SEPQs & PWP) will ensure continued effective support.</p>	<p>Inclusion Team</p>	<p>July 2021</p>
<p>Quicker identification of needs and improved outcomes for children with SEND</p>	<p>Buy in of Bexley EISAS service to ensure regular discussion, support and diagnosis of children with additional need. This will ensure services can be commissioned for children with identified need and EHCPs achieved for those with the most need</p>	<p>EEF recommends that target academic support, adapted to how best a child learns, will have a positive impact on learning.</p>	<p>Termly review meetings with EISAS service</p> <p>Half termly in-school meetings with HT and Inclusion Team</p> <p>Directed time for Inclusion Lead to complete referrals in a timely way</p>	<p>CF</p>	<p>July 2021</p>

Children have increased self-confidence by working in teams and developing new skills outside of the classroom.	Forest school intervention is being provided. We have increased the time allocation of this provision this academic year due to children missing out during lockdown last academic year. Additional sessions booked for the summer term to assist transition into the next academic year. Year 5&6 Residential	Providing outdoor adventure learning experiences shows positive effects on learning, particularly for more vulnerable children where well trained and well qualified staff are used.	Families who might not be able to allow their children to take part in such activities will be supported where required. A range of experiences for all children across the school have been carefully planned into the school diary to ensure that children experience skills they will need for the next part of their academic journey (this is Covid dependent this year)	SLT	July 2020
Total budgeted cost					£69,932

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?
Support PP pupils emotional well being through targeted support and working with families Parents and carers, who traditionally might not engage with school, have a strong relationship with the Inclusion Team.	Inclusion Team: Coffee mornings and parenting classes Support with referrals to outside agencies Regular check-ins, raised if families are isolating Lessness CAN initiative CPOMS initiated for safeguarding and outside agency support.	Evidence indicates a positive correlation between parental engagement with school/education and children's academic success.	The Inclusion team have half termly meetings with HT and communication routinely occurs between the DSL, SENDCO and class teachers. An open door environment has been created where parents know that they have a point of contact during times of crisis or need. CPOMS is effectively used by all school staff	Inclusion Team	July 2020
Total budgeted cost					£74,000
Total Spend					£263,352

