

St James' Lanehead CE Primary School



Pupil Premium Policy

Appendix 1 – Pupil Premium Reporting Template

Appendix 2 – Pupil Premium Review Self-Evaluation Form

2020-2023

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Statement of intent

At **St James Lanehead CE Primary School** , we believe that the highest possible standards can only be achieved by having the highest expectations of all learners.

"Our church school seeks to inspire each individual to flourish and grow with Jesus at the heart of all we do"

Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

The PPG was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Providing funding for LAC and previously LAC (PLAC).
- Supporting pupils with parents in the armed forces.

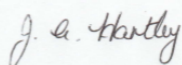
This policy outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated correctly.

Signed by:



Headteacher

Date: September 2020



Chair of governors

Date: September 2020

Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- ESFA (2019) 'Pupil premium 2019 to 2020: conditions of grant'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- NCTL and the Teaching Schools Council (TSC) (2018) 'Effective pupil premium reviews'
- MoD (2019) 'The Service Pupil Premium: what you need to know'
- Education Endowment Foundation (EEF) (2019) 'The EEF Guide to the Pupil Premium'

PPG allocation rates

For the academic year 2019 to 2020, grant allocations are as follows:

Disadvantaged pupils	PPG amount per pupil
Pupils in Reception to Year 6 recorded as 'Ever 6 FSM'	£1,345
LAC as defined in the Children Act 1989 – children who are in the care of, or provided with accommodation by, an English LA	£2,345
PLAC who have ceased to be looked after by an LA in England or Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,345
Service children	Grant amount per pupil
Any pupil in Reception to Year 11 recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD	£310

Objectives

To provide additional educational support to raise the achievement of pupils in receipt of the PPG.

To narrow the gap between the educational achievement of these pupils and their peers.

To address underlying inequalities, as far as possible, between pupils.

To ensure that the PPG reaches the pupils who need it most.

To make a significant impact on the education and lives of these pupils.

To work in partnership with the parents/carers of pupils to collectively ensure pupils' success.

How PPG can be spent

Under the terms of the PPG, the funding may be spent in the following ways:

- For the purposes of the school, i.e. for the educational benefit of pupils registered at the school.
- For the benefit of pupils registered at other maintained schools or academies.
- On community facilities, i.e. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.

If the PPG is not used within the academic year, some or all of it may be carried forward to the following year.

Our long-term strategy for success

We maximise use of the PPG by:

- Assigning a pupil premium lead who works with the SLT, Headteacher, SENDCO, School Business Manager and Governing Board to champion the educational needs of PPG recipients and ensure the implementation of this policy.
- Ensuring PPG funding and spending can be identified within the school's budget.
- Consulting the pupil premium lead, governors, staff and parents/carers when deciding how funds are spent.
- Assessing the individual provisions required for each pupil in receipt of the PPG.

We have adopted a long-term **three-year** strategic plan, aligned to the wider school improvement strategy, which contains the following considerations:

- Expenditure
- Recruitment
- Teaching practice
- Staff development

We conduct light-touch **annual** reviews to inform the plan and form the school's pupil premium statement.

We explore evidence-based summaries of PPG use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding.

The EEF's Families of Schools Database is consulted to learn about effective practice in similar schools.

We focus on approaches that:

- Are individually tailored to the strengths and needs of each pupil.
- Are consistent (based on agreed core principles and components) but also flexible and responsive.
- Are evidence-based.
- Are focussed on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Engage parents/carers in the agreement and evaluation of support arrangements (e.g. via pupils' personal education plans (PEP)).
- Support pupil transition through the stages of education (e.g. from primary to secondary).
- Raise aspirations through access to high-quality educational experiences.
- Promote each pupil's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.

We choose approaches that emphasise:

- Relationship-building, both with appropriate adults and with their peers.
- An emotionally-intelligent approach to the setting of clear behaviour boundaries.
- Increasing pupils' understanding of their emotions and identity.
- Positive reinforcement.
- Building self-esteem.
- Relevance to the learner – the approach relates to pupils' interests and make success matter to them.
- A joined-up approach involving the pupil's social worker, carer, VSH and other relevant professionals.
- A child-centred approach to assessment for learning.

A tiered approach to PPG spending

We operate a tiered approach to PPG spending to ensure spending is both balanced and focussed. Spending priorities are as follows:

1: Teaching

2: Targeted academic support

3: Wider strategies

Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, we spend the PPG in the following ways:

- **Professional development**
- **Recruitment and retention**
- **Supporting early career teachers**

Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. We may spend the PPG on targeted support in the following ways:

- **Structured interventions**
- **Small group tuition**
- **One-to-one support**
- **Develop wider opportunities**

Wider strategies are used to overcome non-academic barriers to success. We may spend the PPG on the following wider strategies:

- **Behaviour support**
- **Attendance initiatives**
- **Parental sessions**
- **Pastoral and parental workers in school**
- **Mental Health first aid**
- **Raising aspirations**

Use of the LAC and PLAC premiums

The LAC premium is managed by the LA's designated virtual school head (VSH).

The premium is used to benefit a pupil's educational needs as described in their PEP.

To avoid any delays in providing support, the school works with the VSH to ensure that funding allocation is as simple as possible.

The LAC premium is used to facilitate a wide range of educational support for LAC.

The designated teacher and pastoral team work with the VSH to gain a full understanding of each pupil's needs and to determine how to use the premium to effectively support each pupil.

The designated teacher works with the VSH to ensure that all available funding is spent.

PLAC premium is allocated directly to the school.

LAC premium and PLAC premium are not personal budgets for individual children; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.

Example interventions

We may utilise the following achievement focussed interventions:

- Providing one-to-one and small group work with experienced teachers to address pupils' specific knowledge gaps
- Reducing class sizes to improve opportunities for effective teaching
- Creating additional teaching and learning opportunities using TAs
- Targeting English and maths teaching for pupils who are below age-related expectations
- Targeting pupils who require additional help to reach age-related expectations

We may utilise the following teaching focussed interventions:

- A half-hour weekly CPD slot for staff
- A termly one-day teaching development programme delivered by external experts
- Weekly individual coaching sessions to support teachers

We may utilise the following wellbeing focussed interventions:

- **One-to-one counselling sessions**
- **Occupational therapy-based interventions**

- **Allocating funds to enable pupils to participate in extra-curricular activities**
- **Purchasing support to develop interests and raise aspirations**

We may utilise the following communication focussed interventions:

- Vocabulary interventions for pupils with poor oral language and communication skills
- Support for pupils to access a range of offsite trips and experiences

Use of the service pupil premium (SPP)

The SPP is provided to allow the school to provide pastoral support for service children during challenging times and to mitigate the negative impact of family mobility or parental deployment.

Pupils qualify for the SPP if they meet the following criteria:

- One of their parents is serving in the regular armed forces
- They have been registered as a 'service child' on the January school census at any point since 2014 (known as the 'Ever 6 service measure')
- One of their parents died whilst serving in the armed forces and the pupil receives a pension under the armed forces compensation scheme or the war pensions scheme
- They have a parent who is on full commitment as part of the full-time reserve service

The school does not combine the SPP with any other form of PPG.

SPP spending is accounted for separately to any other form of PPG.

The school may use the SPP for:

- Providing pastoral support in the form of counselling, nurture groups, clubs, etc.
- Improving the means of communication between the pupil and their deployed parents, such as introducing a 'Skype time club'.
- Helping pupils to develop scrapbooks and diaries that can be shown to parents on their return.
- Funding staff hours spent assisting the pupil when they join a new school as a result of a new posting.
- School trips specifically for service children, such as military specific trips that allow pupils to join a wider community and better understand the role their service parent plays.

- Subsidising extra-curricular and additional activities within school

The school does not use the SPP to subsidise routine school activities.

Accountability

Individual targets may be set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions. Each pupil is monitored throughout the year.

The progress of pupils in receipt of the PPG is regularly discussed with teachers.

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the SPP through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort.

The school publishes its strategy for using the pupil premium on the school website.

The school publishes a link to the [school and college performance tables](#) and the schools' performance tables page on the school website.

Reporting

The **headteacher** reports **annually** to the governing board and parents/carers regarding how effective PPG spending has been and what impact has been made.

The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, is monitored, evaluated and reviewed by the **headteacher** and the **governing board**.

The EEF's [DIY Evaluation Guide](#) is used to measure the impact of our spending.

Information regarding PPG spending is published on the school website.

For parents/carers of pupils in receipt of PPG, personal information is sent home in pupils' progress reports. This information informs the development of

additional or alternative strategies and interventions to further improve the attainment of these pupils.

Pupil premium reviews

If disadvantaged pupils are not meeting expected levels, or slow progress means they are failing to realise their full potential, the school will consider undertaking a pupil premium review to objectively review the pupil premium strategy and identify ways to use the PPG more effectively.

If requested to do so by Ofsted, the LA or the DfE, the school will commission a pupil premium review.

The review will be undertaken in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged pupils.

The cost will reflect the DfE's guideline that day rates for external reviews should reflect pay and expenses for a senior leader, including any costs incurred by their school to release them.

Where costs are prohibitive, the school will consider the use of a joint review with local schools.

The school may pay an additional cost for the brokerage service providing the reviewer.

In advance of the review, the school will complete the Pupil Premium Review Self-Evaluation Form available in the appendices.

At the end of the review, the school will have an improved strategy and plans to implement it.

Overpayments

The school will repay any overpayment of PPG by the LA.

Monitoring and review

The headteacher and SBM are responsible for reviewing this policy annually.

The next scheduled review date is September 2022

Pupil Premium Reporting

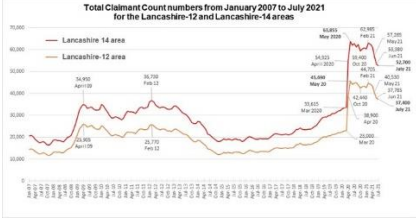
Funding information		
Academic year	2020-2021	2021-2022
Total number of pupils on roll	277	277
Total number of pupils eligible for PPG	74 (27%) we also have a number of pupils who are considered as 'vulnerable'	76 (27.43%)
Amount of PPG received per pupil	£1,320	£1,345
Number of pupils eligible for LAC and PLAC premium	4 (1.4%)	4 (1.4%)
Total LAC and PLAC premium received	£6,900	£9,380
Number of pupils eligible for service premium	2 (0.7%)	0
Total service premium received	£1,240	0
Total PPG received	£108405	£111,600
Summaries and reviews of PPG spending in previous academic years are available on the school website.		
<p>Due to the coronavirus pandemic, national tests have been suspended for the academic years 2019-2020 and 2020-2021. Our outcomes for disadvantaged children across the school are based on teacher assessments. As a school we have continued to support our disadvantaged pupils.</p>		

Pupil Premium Review Self-Evaluation Form

1. Summary information					
School	St James' Lanehead CE Primary School				
Academic year	2020-2021 2021-2022	Total pupil premium grant (PPG) budget	£108,405		
Total number of pupils	277 277	Number of pupils eligible for the PPG	74(27%) we also have a number of pupils who are considered as 'vulnerable'	Date for next internal strategy review	September 2021 September 2022
2. Barriers to future attainment (for pupils eligible for the PPG)					
Data sources that can help you identify barriers to attainment in your school include: Get Information About Schools (GIAS); the Education Endowment Fund (EEF) Families of School database; FFT Aspire ; staff and pupil consultation; attendance records; recent school Ofsted reports and guidance.					
As a school we use the ASP and IDSR alongside our own data analysis to compare the progress and attainment of children who are in receipt of PPG funding, we also use other methods to assess the impact upon the spending.					
Academic barriers					
A	<ul style="list-style-type: none"> • Some children within the group have specific learning needs or complex needs which require additional provision both in and out of class. • Historical issues surrounding education as a priority. • Narrow life experiences meaning they are unable to access some areas of the curriculum i.e. writing, maths and reading. • Limited Vocabulary size in early years, this needs increasing to ensuring breadth and narrowing the gap. • Poor speech and language skills. • Reading stamina and diet- lack of books at home, being read to or encouraged to read- reading not seen as a priority. Poor speech and language skills, poor grammatical knowledge, poor listening skills, limited familiarity with texts, protocol of communication. • Reading is not seen as a priority for parents and families. • The coronavirus pandemic has had a detrimental impact upon the children and has impacted the academic barriers. Furlough and loss of jobs has 				

	<p>impacted many households within school. Isolation, 'bubbles' and lack of life experiences has had an impact socially, emotionally and developmentally on children.</p> <ul style="list-style-type: none"> School used its best endeavours to ensure that children had access to online learning through the loan of devices and internet access and support for families with a lack of ICT skills.
B	<p>LIFE EXPERIENCES - Limited experiences and knowledge of the world, lack of first- hand experience, financial constraints, lack of aspirations. Isolation, 'bubbles' and lack of life experiences has had an impact socially, emotionally and developmentally on children.</p> <p>A lack of opportunities has had a detrimental impact on speech and language.</p>
C	<p>READY TO LEARN -Attendance and punctuality, children are not ready to learn - lack of food, being tired, lack of routine and boundaries, attachment issues, part time timetables for pupils who are not emotionally stable. Limited support from external agencies.</p> <p>The coronavirus pandemic has had a detrimental impact upon the children's ability to be ready to learn with the routine of school being changed significantly and due to the prevalence of the pandemic in the North West of England and in particular Burnley which has some of the highest number of days in the strictest lockdown nationally.</p>

Additional barriers

D	<ul style="list-style-type: none"> The impact of the coronavirus pandemic, school being changed significantly and due to the prevalence of the pandemic in the North West of England and in particular Burnley which has 21% higher death rate than the national average.  <p>The increase of claimants of job seekers allowance has increased from 23,000 in March 2020 to 44,705 in Feb 2021</p> <ul style="list-style-type: none"> Poor social skills – some parents do not value education, conflict and resolution, poor social interaction skills, low social etiquette – dining, manners etc. The coronavirus pandemic has caused this to escalate further with many groups not functioning. Parents/Carers lack of understanding on education vs isolation. EAL learners; children struggling particularly with the grammar of the English language and have limited vocabulary and comprehension, impacting on reading and writing attainment and phonics outcomes. New arrivals to the country with no English and additional deprivation – lack of support from other agencies which has heightened through the pandemic. Limited knowledge and understanding of the world – very limited life experiences and desire to improve life chances, even more so due to the pandemic. Attendance and punctuality issues, especially in relation to chaotic home lives. Throughout the pandemic the pastoral team have done everything in their powers to ensure that attendance is good.
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- The majority of the pupils come from E and E* banding for Health.
- Large families/families working from home finding it difficult to give each child their individual time and support and access to enrichment and extra activities/learning during lockdown.
- Housing and areas such as the estates (social housing) in which the children live do not encourage the children to be successful, school is not a priority in the neighbourhood.
- Children within the group have identified welfare needs and have been working with agencies such as social care, CFWB service, CAMHS and other emotional support services. Many families want and need support but refuse to engage with the agencies (fear of the CSC name)– parental support officers work hard to break down this barrier.
- Issues surrounding age appropriate boundaries and guidance - too much screen time, sleep deprivation due to poor behaviour expectations and routines that are often non-existent within the family.
- Trust issues with families, new parental figures coming into and leaving lives quickly leading to false attachments.
- Engagement with families who have a number of agencies working with them and therefore become disengaged.
- Lack of respect for any authority figures by adults in the families therefore children learn this and it is hard to break down.
- Narrow life experiences and aspirations due to financial constraints, time and priority and lockdown restrictions.
- Large number have screens, computers and gaming devices in their bedrooms as a result and also due to parenting boundaries children are not going out to play or having 'time' away from the screen.
- Many children are 'street vulnerable' and boundaries are not in place by parents.
- School and learning not seen as important or past 'life school' experiences impacting on children's current education. As a school we host Family Friday events to engage our families in learning.
- Overprotective and 'want' parenting giving children the power and decision making.
- Lack of face to face family time and shared daily experiences.
- Lack of modelling of basic language by parents and families. Parent's level of academic success is low. Dysfunctional family circumstances, children and parental mental health, drug and alcohol dependency. Lack of external support from other agencies. Isolated families who are hard to engage. Home learning – lack of support at home
- Limited English to support reading/writing Independence-children lacking in self-help, emotional resilience and independence.
- High deprivation category for unemployment, poor health, poor living conditions. Limited access to enrichment activities outside of school/limited resources at home. Complex family situations. Aspirations are extremely low. Some Cultural/religious expectations; pressures of mosque.

3. Intended outcomes from 2020 - 2022

A

To improve the pedagogy of Early reading within KS1 and reading within KS2 so that the gap between disadvantaged children and non disadvantaged children is narrowed. This will also allow all pupils to access the whole curriculum offer from the school.

B	To improve communication and language skills throughout the school to enable children to access all areas of the curriculum.
C	To improve the pedagogy and teaching of mathematical skills in EYFS and Key Stage 1 to ensure that the children have the tools for Key Stage 2
D	<p>Children will be ready to learn, they will attend school and flourish.</p> <p>Staff will have clear informed strategies to support pupils in crisis. This will be assisted by the Mental Health First Aiders in the school.</p> <p>Enrichment beyond the Curriculum: To enhance the curriculum and widen opportunities to meet the needs of our children, to develop their knowledge and understanding of the world around them, whilst developing language and vocabulary.</p> <p>Engagement (family and community): To support our vulnerable families and help them to support their child.</p>

4. Review of expenditure

Previous academic years	2019 – 2020 2020-2021
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Quality of teaching for all

Action	Intended outcome(s)	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue this approach)	Cost
<p>To implement whole school benchmarking and reading scheme.</p> <p>CPD for staff with a focus upon reading and how to teach reading effectively.</p> <p>To implement MNP throughout the school and support parents with pupils learning.</p>	To improve reading within the school for disadvantaged pupils	<p>The coronavirus pandemic severely hampered our ability to meet the success criteria.</p> <p>All actions were implemented but it was not possible to accurately measure the impact of the strategies.</p>	<p>It is imperative that the focus on reading is maintained throughout 2020-2021 in order to ensure that actions implemented before lockdown are embedded and their impact is measurable.</p> <p>We have moved away from using MNP to using a combination of resources including White Rose Hub. This decision was based on the feedback of teachers and children as well as the internal data.</p>	<p>£12000 Guided Reading Scheme</p> <p>Bug Club £2,000</p> <p>£15200 – SLA cost for SendCo</p>

Engage parents with reading, seek support from external sources such as adult learning with regard to phonics. LA courses for staff and develop a rich vocabulary environment.

To read to all pupils through the use of story time. To seek authors to visit the children to enthuse them and raise their aspirations.

To implement phonics sessions for all pupils to ensure that they achieve. To match reading books to phonic ability for pupils.

Target pupils in KS2 who did not pass their phonics screening. Dyslexia training and First Quality Teaching training for all staff by ADys Ltd (Autumn term)

To purchase a reading scheme for both guided and home readers to

We have decided to use White Rose Hub resources as they enabled us to support our remote education offer. We also bought Power Maths books for every child for the full school year to ensure that they had resources at home.

<p>enthuse the children and also improve the outcomes for pupils.</p> <p>Pupils who have an identified additional need are supported by Adys specialist limited.</p>				
<p>To support the Learning mentor with attendance and punctuality. To support families with timely intervention through direct and indirect work. To work with individuals and groups of children on barriers to learning. To work with families – as a key worker to provide best outcome.</p> <p>To fill in paperwork and appropriate referrals and intervention.</p> <p>Non class based staff member can react quickly to events and concerns. Attendance continues to improve and the yearly attendance figure is above the national.</p> <p>Attendance for all</p>	<p>Children will be in school, on time and be ready to learn</p>	<p>PPG Attendance 2018 - 2019 = 96%</p> <p>PPG Attendance 2019 - 2020 = 95% (up to lockdown).</p> <p>PPG Attendance 2020 -2021 – 95%</p> <p>It is imperative that attendance remains a focus with provisions in place to account for issues caused by the pandemic.</p>	<p>The systems set up and pastoral support team have proven very successful. As a result, we will maintain our current level of pastoral support for the current academic year.</p>	<p>£66595 employment costs including on-costs for family support workers</p>

children improves

To support children individually and in small groups with improving emotional literacy and increasing children's emotional resilience. To provide specific programmes of support to individual pupils who are currently or historically experiences emotionally difficulties that are causing barriers to learning.

Children are in an emotionally secure place where they can fully access the curriculum and make expected progress.

Work with parents in supporting their child's emotional health- courses and targeted support.

Timely intervention ensures children meet individual targets of achievement and make good progress.

Life experiences are broadened and

aspirations and life chances and knowledge.

To provide support/ challenge in all classes for children at all ability levels. To provide curriculum workshops for parents to inform them of how they can best support their child/ren at home.

Support is timely, appropriate and focussed on the children making good progress from their starting points.

Support /interventions are monitored and evaluated for effectiveness and progress of the children.

Tracking of progress is positive.

Family Support worker to use nurture and intervention to support pupils within Online Safety. This is through the National Online Safety materials.

<p>Within EYFS and KS1 High staff ratio in each class, enabling key worker support for children and enabling more targeted teaching and learning, impacting on raising standards.</p> <p>Teacher/TA to support SEND children and provide an environment to facilitate regular precision teaching to ensure SEND children make at least good progress from their starting points and have access to a personalised curriculum.</p> <p>TA to provide 'fast track phonics' and speaking and listening interventions 'Talk Boost' is used across KS1 and KS2 to ensure children make at least good progress from their starting points.</p> <p>All EYFS TA's trained to deliver daily speaking and listening</p>	<p>Children will have the support to ensure that their knowledge is secure within EYFS and KS1 to ensure that they have the building blocks for success in KS2 and beyond.</p>	<p>Whilst it has not been possible to assess the impact in terms of children reaching a GLD and the percentage of children achieving the threshold on the Y1 Phonic check due to the pandemic, provision is far more targeted and children in EYFS and KS1 have had additional support throughout – up to March 23rd 2020.</p> <p>Phonics groups are no longer able to be used in the way in which we did this previously due to the bubble system in place as advised by the Government. Phonics is taught in classes.</p> <p>2020-2021 phonic data, Year 2 80%</p>	<p>A further year of interventions is required in order to fully assess the impact of this intervention.</p> <p>Forest school to be implemented with a focus upon speech and language and vocabulary. Investigate this option for use throughout the school.</p>	<p>Additional staffing costs - £29500</p>
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interventions.

Rigorous Pupil progress meetings to monitor and evaluate impact to ensure all children are progressing

Additional staffing within Early years and Key stage 1 with a focus upon speech and language, writing, reading and mathematics.

This is broken down into

- EYFS SLT teacher with 2 full time TAs
- KS1 (y2) SLT teachers with 2 full time TA's

YEAR 1 – experienced teachers with 2 TAs in each class.

Talk Boost to be implemented within the school with the correct training from the TA's.

Speech and language skills alongside PSED will be addressed within

<p>EYFS. Staff to be trained within this area.</p> <p>Fast Forward resources to be used across the school for GPS.</p>				
<p>Pastoral team to identify additional barriers to learning and enlist the support of external agencies where needed promptly.</p> <p>Audit the experiences pupil have outside of school to ensure that the provision in school is appropriate to the children at St James Lanehead.</p> <p>Audit the visits and visitors to school to ensure that where possible all pupils are able to access the curriculum,</p> <p>Audit the use of IT within the classrooms such as VI resources and online reading / times tables resources etc.</p>	<p>To ensure the best possible attendance of all children and support families in need, breaking down barriers to learning</p> <p>To encourage target parents to attend classes in school, enabling them to support their child at home and help toward improving attainment.</p> <p>Barriers to learning will be addressed with pupils ready to learn.</p>	<p>The Pastoral team are fully aware of those children and families requiring additional support. Throughout the pandemic they have effectively supported all pupils establishing a vulnerable list and those new to PPG</p> <p>This has enabled the team to intervene early which has the effect of ensuring support is immediate but also reduces the burden on class teachers who are able to focus on teaching and learning.</p> <p>The coronavirus pandemic has accelerated the development of online learning platforms, with Microsoft Teams now established following a period during lockdown of using Google Classroom.</p> <p>The burden on PPG families for financing trips has been removed due to the current restrictions preventing trips at present. When visits resume, finances will be redirected appropriately to ensure all children are able to participate.</p>	<p>As a result of the pandemic, it is essential that this works continues during 2020-2021 to support our most vulnerable families during a time of increased stress upon families and finances.</p>	<p>£66595 employment costs including on-costs for family support workers</p> <p>£2500 – initial setup and ongoing cost of online learning system.</p>

Re design the homework policy with all stakeholders in relation to the pupils with PPG – resources needed for art projects etc, payments for trips – advance notice etc				
For identified gaps in learning to be addressed as a result of the lost learning.	Varied interventions (according to need) to be provided before (and sometimes during) school.	Teachers and staff used gaps analysis to identify gaps in the first part of the year. The imposed lockdown reduced their capacity to do this but staff will continue to monitor gaps in learning particularly with regard to gaps caused by the pandemic.	In light of the coronavirus pandemic, it is essential that staff continue to monitor all children for gaps in learning and intervene when appropriate.	UPS 3 Teacher one morning per day - £2700
For selected pupils to be supported in accessing learning.	1:1 support for disadvantaged pupils who require it. 20 hours per week offering 1:1 support	This was implemented successfully up to the lockdown. Disadvantaged children to receive additional 1 to 1 support from experienced staff in 2020-2021. Within 2021 – 2022 disadvantaged pupils are continually tracked	In light of the coronavirus pandemic, 1 to 1 support will be an essential part of our strategy going forward.	
Targeted support				
Action	Intended outcome(s)	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)	Lessons learned (and whether you will continue this approach)	Cost

<p>To address and improve Social and emotional development; anxiety and lack of resilience, behaviour for learning</p> <p>Train staff in ACES. Increase staff knowledge of referrals, support. Pastoral team to attend local cluster and train to be Mental Health First Aiders. Use of interventions bespoke nurture support to improve social and emotional wellbeing Access to group work, such as Yoga to improve resilience, reduce anxiety and enable children to learn.</p> <p>Operation Empowerment with SLT project to be run throughout the year. SLT time to train all staff and review the outcomes and impact upon the whole school with a particular focus upon SEMH and wellbeing. Snack- ensure children have had a nutritious start to the day, enabling</p>	<p>Children to develop confidence and independence in addressing issues arising.</p> <p>Improve children’s self-esteem</p> <p>Improve children’s self-esteem</p> <p>Improve children’s self-esteem</p>	<p>Whilst social and emotional development, anxiety, behaviour for learning and lack of resilience were all addressed through the strategies outlined, we were unable to measure the impact due to the Coronavirus pandemic.</p> <p>Indeed, the impact of the lockdown has added to the negative emotions experienced by our children and as such, this will need to remain a focus.</p>	<p>The requirement to provide enhanced provision addressing social and emotional development has increased significantly throughout the pandemic. As a result, we will continue this strategy</p>	<p>£750 – SWAT Cluster inclusion including CPD. £2071 for Now Press Play subscription</p>
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<p>them to learn.</p> <ul style="list-style-type: none"> • To engage children in extra-curricular provision, widening their opportunities • To ensure all children have access to school visits to enrich the curriculum and remove the potential cost barrier. • Involve PP children in cluster work, visiting other schools and widening their experiences. 			<p>Now Press Play used throughout lockdown and ongoing to support enrichment of learning</p>	
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Quality of teaching for all

Action	Intended outcome(s)	What is the evidence and rationale for this choice?	How will you ensure it is effectively implemented?	Staff lead	When will you review implementation ?
<p>To use PM Benchmarking to re-assess the children and use appropriate books on the new reading scheme.</p> <p>CPD for staff with a focus upon reading and how to</p>	<p>Teachers pedagogy will improve for each child.</p> <p>Key priority</p>	<p>Evidence suggests that the most effective approach will combine the whole school to ensure all teachers and TA's are fully aware of the reading levels of all pupils.</p> <p>Teachers CPD will be able to tackle underperformance quickly in all classes and implement any specialist teacher work /</p>	<p>Staff discussion</p> <p>Parental feedback</p> <p>SLT to check and read with pupils to ensure that children are reading at the appropriate standard and with the correct fluency.</p> <p>SENDCO specialist to implement</p>	<p>Assessment leader</p> <p>H Gregory – English leader</p> <p>SENDCO – C ASHTON</p>	<p>AUTUMN TERM FGB meeting.</p> <p>CPW meeting</p> <p>Resources</p> <p>Spring term FGB meeting FGB</p>

<p>teach reading effectively.</p> <p>To implement Mastery throughout the school and support parents with pupils learning.</p> <p>Engage parents with reading, seek support from external sources such as adult learning with regard to phonics. LA courses for staff and develop a rich vocabulary environment.</p> <p>Moderation for Writing as this has been an impact from the pandemic.</p> <p>To read to all pupils through the use of story time. To seek authors to visit the children to enthuse them and raise their aspirations.</p> <p>To implement phonics sessions for all pupils to ensure that they achieve. To match reading books to phonic ability for pupils.</p> <p>Target pupils in KS2 who</p>	<p>1,2,3 and 4.</p>	<p>support that maybe needed.</p>	<p>resources where needed.</p> <p>Pupil Voice projects in relation to reading.</p> <p>External and internal assessments show that the pupils are making progress.</p>		<p>meeting.</p> <p>CPW meeting</p> <p>Resources</p> <p>Summer term</p> <p>FGB meeting</p> <p>FGB meeting.</p> <p>CPW meeting</p> <p>Resources</p>
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<p>did not pass their phonics screening. Dyslexia training and First Quality Teaching training for all staff by ADys Ltd (Autumn term)</p> <p>Pupils who have an identified additional need are supported by Adys specialist limited.</p>					
<p>To support the Learning mentor with attendance and punctuality. To support families with timely intervention through direct and indirect work. To work with individuals and groups of children on barriers to learning. To work with families – as a key worker to provide best outcome.</p> <p>To fill in paperwork and appropriate referrals and intervention.</p> <p>Non class-based staff member can react quickly to events and concerns. Attendance continues to improve and the yearly attendance figure is</p>	<p>Children will be in school, on time and be ready to learn</p>	<p>To Continue to fund the post of Children and Families Support team.</p> <p>Fund post for an additional member of staff to support the emotional health of pupils in school. Train mental health first aiders.</p> <p>Time for pastoral team to network with the Burnley Professionals including community kitchen, CSC, Council etc.</p> <p>Fund extra support in class at the point of need.</p> <p>Individual year group planning</p>	<p>Weekly pastoral meetings.</p> <p>Half termly attendance meetings.</p> <p>Multi agency training</p> <p>Baseline questionnaire actioned Autumn and reviewed in summer ½ termly pastoral meetings with year group staff members.</p> <p>Monthly DSL meetings</p> <p>Referrals to PAST and court officers where necessary</p> <p>Telephone calls daily when absent and home visits if no response</p> <p>Police welfare checks requested when no contact can be made by school</p> <p>Attendance reported to parents twice yearly on reports</p> <p>CAF referrals and TAF meetings to support individuals</p>	<p>Pastoral manager</p>	<p>Termly.</p>

<p>above the national. Attendance for all children improves</p> <p>To support children individually and in small groups with improving emotional literacy and increasing children's emotional resilience. To provide specific programmes of support to individual pupils who are currently or historically experiences emotionally difficulties that are causing barriers to learning.</p> <p>Children are in an emotionally secure place where they can fully access the curriculum and make expected progress.</p> <p>Work with parents in supporting their child's emotional health-courses and targeted support.</p> <p>Timely intervention ensures children meet individual targets of achievement and make</p>			<p>Referrals to external agencies such as 'children and families', school nurse, 'Barnardos Young Carers', 'Child Action North West' and other mental health services.</p> <p>Nurture and 1:1 support</p> <p>Bereavement Support</p>		
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good progress.

Life experiences are broadened and aspirations and life chances and knowledge.

To provide support/ challenge in all classes for children at all ability levels. To provide curriculum workshops for parents to inform them of how they can best support their child/ren at home.

Support is timely, appropriate and focussed on the children making good progress from their starting points.

Support /interventions are monitored and evaluated for effectiveness and progress of the children.

Tracking of progress is positive.

Family Support worker to use nurture and intervention to support pupils within Online

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<p>Safety. This is through the National Online Safety materials.</p>					
<p>Within EYFS and KS1 High staff ratio in each class, enabling key worker support for children and enabling more targeted teaching and learning, impacting on raising standards.</p> <p>Teacher/TA to support SEND children and provide an environment to facilitate regular precision teaching to ensure SEND children make at least good progress from their starting points and have access to a personalised curriculum.</p> <p>TA to provide 'fast track phonics' and speaking and listening interventions 'Talk Boost' is used across KS1 and KS2 to ensure children make at least good progress from their starting points.</p>	<p>Children will have the support to ensure that their knowledge is secure within EYFS and KS1 to ensure that they have the building blocks for success in KS2 and beyond.</p>	<p>Smaller group sizes enable targeted, highly-differentiated focused teaching, ensuring more children reach age-related expectations. It also enables a point of contact for the parents, giving them advice and support on how to help their child at home or to offer advise with personal issues. It enables early intervention for our lower attaining children.</p> <p><u>Success Criteria:</u></p> <p><u>Classroom Support:</u></p> <ul style="list-style-type: none"> • 1:1 daily reading for identified individuals • Small groups across all curriculum areas to ensure children make expected progress • Daily guided reading for all children ensuring children are working towards ARE and developing associated language and vocabulary. • Phonics groups are smaller, resulting in an increase in the number of children working within age-expected phonics phases • Intervention groups, focusing on developing fine-motor skills and developing basic skills of reading, writing, S&L and maths in EYFS • Speech and Language intervention groups to develop children's speaking and listening 	<p>Half termly pupil progress meetings</p> <ul style="list-style-type: none"> • Provision mapping • Intervention timetables • Regular book looks • SEND children making good progress from their starting points – Pupil progress monitoring 	<p>H TOWRIESS EYFS LEADER AND KS1 LEADER SENDCO</p>	<p>Data drops and PP MEETINGS alongside monitoring</p>

<p>All EYFS TA's trained to deliver daily speaking and listening interventions.</p> <p>Rigorous Pupil progress meetings to monitor and evaluate impact to ensure all children are progressing</p> <p>Additional staffing within Early years and Key stage 1 with a focus upon speech and language, writing, reading and mathematics.</p> <p>Talk Boost to be implemented within the school with the correct training from the TA's.</p> <p>Speech and language skills alongside PSED will be addressed within EYFS. Staff to be trained within this area.</p> <p>Fast Forward resources to be used across the school for GPS.</p>		<p>and daily guided reading intervention across KS1</p>			
<p>Pastoral team to identify additional barriers to learning and</p>	<p>To ensure the best possible attendance of</p>	<p>Pastoral team to work closely alongside the Headteacher and SENDCO to support our most vulnerable families, dealing with</p>	<p>Positive improvements with home/school relationships.</p>	<p>Headteacher</p>	<p>Parental questionnaires</p>

<p>enlist the support of external agencies where needed promptly.</p> <p>Audit the experiences pupil have outside of school to ensure that the provision in school is appropriate to the children at St James Lanehead.</p> <p>Audit the visits and visitors to school to ensure that where possible all pupils are able to access the curriculum,</p> <p>Audit the use of IT within the classrooms such as VI resources and online reading / times tables resources etc.</p> <p>Re design the homework policy with all stakeholders in relation to the pupils with PPG – resources needed for art projects etc, payments for trips – advance notice etc</p>	<p>all children and support families in need, breaking down barriers to learning</p> <p>To encourage target parents to attend classes in school, enabling them to support their child at home and help toward improving attainment.</p> <p>Barriers to learning will be addressed with pupils ready to learn.</p>	<p>safeguarding and child protection concerns.</p> <p>The school has excellent systems of CAF referrals and CP referrals in place followed by tailored family support. This is critical in ensuring our children feel safe and secure and are not at risk. By doing this our children are able to access their learning, thus closing the gap.</p> <p>A wide range of classes are being explored, to increase the employability of our parents and give them ideas on how to help their children with their home-learning at home. The classes also break down social barriers, so families can access provisions in school, impacting on their self esteem and confidence to support their children at home</p>	<p>Pupil interviews with KS2 pupil premium children to identify barriers to learning and aspirations</p> <p>Questionnaires sent to parents to identify the impact of Covid on physical and mental health of families</p>		<p>Autumn</p> <p>Spring</p> <p>Summer</p>
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<p>For identified gaps in learning to be addressed – including potential widening gaps as a result of the pandemic.</p>	<p>Varied interventions (according to need) to be provided before (and sometimes during) school.</p>	<p>Gaps identified in formative assessment allow for precisely targeted teaching to remedy these. Meta-Analysis of research by John Hattie breaks down quality teaching into:</p> <ul style="list-style-type: none"> • Pupils having clear goals/objectives. • Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. 	<p>Targeted additional adult support in every classroom. Key Stage Coordinators Termly</p>	<p>Targeted additional adult support in every classroom. Key Stage Coordinators Termly</p> <p>M Cassidy Pastoral Leader</p>	<p>Targeted additional adult support in every classroom. Key Stage Coordinators Termly</p>
<p>For selected pupils to be supported in accessing learning.</p>	<p>1:1 support for disadvantaged pupils who require it. 20 hours per week offering 1:1 support</p>	<p>2008, the National Foundation for Educational Research & TDA, found that, ‘a culture of mentoring and coaching will, over time, have an impact on young people and their learning.</p>	<p>Internal tracking systems will support the identification of PP who are not achieving their potential. Provision maps will ensure that appropriate intervention and provisions is in place. Pupil progress meetings and Pupil Progress days will be used to frequently review the impact of quality first teaching and interventions.</p>	<p>SENCO – Claire Ashton</p>	<p>TERMLY</p>

Targeted support

Action	Intended outcome(s)	What is the evidence and rationale for this choice?	How will you ensure it is effectively implemented?	Staff lead	When will you review implementation?
<p>To address and improve Social and emotional development; anxiety and lack of resilience, behaviour for learning exacerbated as a result of the pandemic.</p> <p>Increase staff knowledge of referrals, support.</p> <p>Pastoral team to attend local cluster and train to be Mental Health First Aiders.</p> <p>Use of interventions bespoke nurture support to improve social and emotional wellbeing.</p> <p>SLT time to train all staff and review the outcomes and impact upon the whole school with a particular focus upon SEMH and wellbeing.</p> <p>Snack- ensure children have had a nutritious</p>	<p>Children to develop confidence and independence in addressing issues arising.</p> <p>Improve children's self-esteem</p> <p>Improve children's self-esteem</p> <p>Improve children's self-esteem</p>	<p>Children have a clear pathway and strategies to be able to regulate and communicate their social and emotional needs.</p> <p>School to engage within the BIV on all levels. Pastoral team to attend pastoral meetings and Headteacher to attend Burnley Professionals group and the panel.</p> <p>Increased staff awareness of strategies to support pupils and referral to appropriate intervention and support</p> <p>Evidence of improved emotional wellbeing and emotional intelligence of pupils.</p>	<p>Children are able to problem solve, use strategies taught.</p> <p>CPOMS review of incidents.</p> <p>Soft evidence needs support of PSHE PIVATS and Boxall Profile.</p>	<p>SENCO – Claire Ashton and M Cassidy Pastoral Leader</p>	<p>Termly</p>

<p>start to the day, enabling them to learn.</p> <ul style="list-style-type: none"> • To engage children in extra-curricular provision, widening their opportunities • Involve PP children in cluster work, visiting other schools and widening their experiences where possible under local restrictions. 					
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<p>For selected pupils to be supported in accessing learning.</p>	<p>1:1 support for disadvantaged pupils who require it. 20 hours per week offering 1:1 support</p>	<p>2008, the National Foundation for Educational Research & TDA, found that, ‘a culture of mentoring and coaching will, over time, have an impact on young people and their learning.</p>	<p>Internal tracking systems will support the identification of PP who are not achieving their potential. Provision maps will ensure that appropriate intervention and provisions is in place. Half termly pupil progress meetings will be used to frequently review the impact of quality first teaching and interventions.</p>	<p>SENCO – Claire Ashton</p>	<p>TERMLY</p>
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<p>with a particular focus upon SEMH and wellbeing.</p> <p>Snack- ensure children have had a nutritious start to the day, enabling them to learn.</p> <ul style="list-style-type: none"> • To engage children in extra-curricular provision, widening their opportunities • Involve PP children in cluster work, visiting other schools and widening their experiences where possible under local restrictions. 	<p>esteem</p>				
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Additional detail

- We largely targeted our additional pupil premium funding on extra staffing and extra intervention. We have put in extra teaching interventions enabling us to follow up learning with individuals and small groups when a need has been identified. We do this through the use of morning groups in all year groups and targeted groups in the afternoons.
- We have employed experts who are able to get to the bottom of how each child learns best. We are working towards enabling all children to flourish.

- The school has a Governor responsible for the usage of PPG.