

Pupil Premium Strategy Statement 2019/2020

The school receives Pupil Premium funding for children who are eligible for free school meals. The money can be utilised in whatever way the school sees fit to aid children's overall levels of attainment and progress. We do not want any child left behind and use a three-tiered approach to address need: quality first teaching, targeted support and wider strategies related to non-academic barriers to learning.

The school has received Pupil Premium funding since 2011 and most recently for the forthcoming year 2019/2020.

Funding for 2019 – 2020: £89,257 based upon 43 children eligible for Free School Meals, 5 Service Children, 4 EYFS children eligible for Pupil Premium Children and 11 Previously Looked After Children.

Within Lanchester E.P. Primary School the main barriers to educational achievement faced by pupil premium children are:

- Lack of self-motivation and organisational skills within aspects of work across a range of subjects
- Low self-belief in their own abilities across a range of subjects
- Low engagement and participation in aspects of Reading
- Low levels of skills within Writing across a range of genres

Raising Achievement in Core and Foundation Subjects.

- To further develop the breadth of opportunities for phonics / reading, writing and maths within our current KS1 and September 2019 EYFS group for pupil premium children to ensure national standards for a Good Level of Development are achieved and attained.
- To look at possible ways of engaging children who are hard to motivate /reach with regard to Reading through the continuing targeted use of of Lexia across all year groups to promote general interest and enthusiasm levels within Reading, and skills such as comprehension, deduction, inference, and overall fluency levels.
- To continue to structure and provide appropriate booster support sessions for targeted children on a needs basis within core subjects which are planned and delivered by an identified member of staff in order to promote general skill levels and overall self-confidence and self-esteem - thus increasing progress.
- To provide group and individual pupil support within core subject lessons which is delivered across year groups by highly trained and motivated teaching assistants.
- To provide high quality opportunities, both within school and outside of school, that allow children to develop their range of educational experiences and thus build general knowledge, self-confidence and awareness and a developing knowledge of the world around them.
- To support the children identified as Pupil Premium across all year groups in developing their understanding, knowledge and enjoyment of a range of wider foundation subject areas.

Intervention Strategies

- To provide booster sessions during, within and where required after school, on a weekly basis for identified pupil groups in order to raise attainment, self- confidence and self- esteem – initially within target year groups of Y6 during Summer 2019 and then with identified pupil groups in Y6 from September 2019
- To maintain levels of current TA support across classes from their position in 2018/19 so that during 2019/2020 all classes continue to have TA support to target the narrowing of gaps across identified year groups and individuals.
- To continue to use our tracking systems within school in order to effectively monitor all children identified as Pupil Premium to ensure that pupils who are not making expected progress or working at an age appropriate standard can be identified at the earliest opportunity and support and intervention strategies are put into place so that any gaps in learning can be addressed as effectively as possible. This tracking will take place both termly/ yearly, and over time from one year to the next.
- To provide targeted small group and 1-1 support where applicable and beneficial by identified TA's for phonics intervention strategies and grammar work on a regular weekly basis so that early years and KS1 children gain key skills and knowledge within these areas. To continue to increase the number of TAs trained in the use and delivery of this phonics intervention support so that greater numbers of children can benefit from this support in terms of increasing self confidence levels and basic phonic skills and awareness across identified Pupil Premium children, and Pupil Premium Plus children.

Enhancing Educational Opportunities

- Use of Pupil Premium funding to enhance and support educational visits into school by outside agencies and providers across a wide variety of curriculum areas as and where appropriate. To use targeted funding to encourage visitors into school to speak and work with the children. This is intended to benefit and impact upon the development of all children across the school, as well as those designated pupil premium children – thus ensuring best value in terms of use of funding/ resourcing.
- Use of Pupil Premium funding to support a variety of educational visits outside of school so that children's experiences are enhanced and to ensure that no pupils are excluded from such activities, and indeed benefit from such wider experiences.
- To subsidise music provision with Durham County as and where appropriate.

| DETAILS OF ACTIONS AND IMPACT USING THE PPG (£89,257) | | |
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| ACTION | COST | IMPACT |
| KS1 Phonics Intervention Small Group Support with TA | 4 x Part-Time TA - £18,246 | Interventions are planned to increase basic skill levels and self-confidence around basic phonic awareness. Majority of children in Y1 – 4 are working at ARE but target needs to accelerate progress and close gaps further. 80% of FSM children in Y1 met standard. |
| Targeted classroom support and intervention by TAs for basic skills in English – Grammar, Punctuation, Spellings and Maths | 1 Full Time TA - £24,707 2 x Part-Time TA - £10,668 | Support being provided by TAs across classes for identified groups is being closely targeted – evidenced through planning, lesson observations and book looks. 100% of FSM reached ARE in KS1 Reading, Writing & Maths |
| Targeted booster sessions in Year 6 for Maths in Autumn 2, Spring and Summer 1 | Additional Teacher Hours - £6,752 | This will be evidenced with the number of PP children achieving at least the expected standard or higher standard. 64% of FSM children reached ARE for Reading, Writing & Maths – in line with National, but lower than Non FSM children. |
| Improve access to Lexia for support with development of basic skills in Reading | £2,000 – additional licences | New Lexia Reading Resources to be used & increased across school. Improved standards across all year groups evident. |
| To supplement and enhance educational experiences and visits across the year groups. | £5,000 – to fund supplemented places | Visits arranged to a number of locations across the year including a residential. Increased knowledge and understanding of environments and locations visited. Increased self-esteem and self-confidence. |
| Support for identified children for THRIVE approach | £20,884 – Full Time TA support | To develop the children's confidence and emotional well-being. To enable the children to be emotionally stable and therefore ready to being academic work. |
| Support for disadvantaged children to access Music Instrument Lessons | £1,000 | To develop the children's confidence and to broaden their outlook on their abilities. |

