

## LAKE FARM PARK ACADEMY

### PUPIL PREMIUM GRANT STRATEGY 2019-2020

#### What is the Pupil Premium Grant?

The Pupil Premium Grant is allocated to children who are looked after by the local authority and/or who have been eligible for Free School Meals (FSM) at any point in the last six years, also known as 'Ever 6 FSM'. It is intended to identify and eliminate barriers to learning for disadvantaged pupils, and to diminish the difference between disadvantaged and non- disadvantaged pupils.

The National School Deprivation Ranking (2015) places LFPA in one of the 20% most deprived neighbourhoods in the UK (4572/32844). Despite this, only a small proportion of each cohort receives Pupil Premium Funding.

<b>Pupil Numbers</b>	<b>2019-2020</b>	<b>Allocation per pupil</b>	<b>Total Funding</b>
<b>Disadvantaged pupils</b>	82	<b>£1320</b>	<b>£105600</b>
<b>LAC eligible for PPG or children from Armed Services Families</b>	2	<b>£1900</b>	

#### Expected Impact

Negative impact on learning due to barriers usually results in low age expected attainment across core subjects (Reading, Writing, Maths) and limited progress being made across the curriculum. The expected impact of the PPG strategy is:

- Identified barriers for pupils are eliminated or significantly reduced.
- Targeted additional support strategies results in every pupil (however financially disadvantaged) being able to fully access our curriculum and extra-curricular experiences.
- Pupils in the target group who are currently underperforming because of the impact of their disadvantaged background, will make accelerated progress leading to the narrowing of any attainment gaps.

## **Monitoring and Evaluation**

The impact of the use of Pupil Premium funding is internally monitored and evaluated rigorously by the Senior Leadership Team (SLT) throughout the year via data analysis, pupils' work scrutiny and provision audits; with additional support being allocated according to need. There will be a detailed analysis of the data to identify pupils whose progress is causing concern.

The Governing Body will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. As part of the additional provision made for pupils who belong to any vulnerable group, the Governors of the school and Principal will ensure that the needs of socially disadvantaged pupils are adequately addressed through weekly safeguarding and through pupil progress meetings. It is the responsibility of the Principal and SENDCO to produce termly reports to the Governing Body regarding:

- The progress towards diminishing the difference of pupils supported by pupil premium.
- Evaluating the cost effectiveness with regards to progress made by children provided with a specific provision.

<b>Social Barriers to Learning and Achievement</b>	<b>Academic Barriers to Learning and Achievement</b>
<b>1) Low attendance rates at school</b> <b>2) Lack of aspiration by pupils and/or families</b> <b>3) Lack of confidence and low self-esteem</b> <b>4) Limited life-experiences</b> <b>5) Unsettled family arrangements, e.g. eviction, new arrivals, separated families, refugee families</b> <b>6) Inappropriate/inadequate housing</b> <b>7) Mental health issues within family</b> <b>8) Poor parental engagement in the learning process</b> <b>9) Safeguarding and welfare concerns</b> <b>10) Poor behaviour / learning behaviour</b>	<b>1) Poor oral/aural expressive and receptive English language skills due to having EAL and/or poor English</b> <b>2) Poor reading skills (decoding and/or comprehension)</b> <b>3) Poor number skills</b>

LFPA Pupil Premium Strategic Plan 2019-2020				
Target	Funding Allocation	Provision	Desired Outcomes	Review of the target
Increase the % of pupils achieving GLD at the end of the EY.	<p>£18300 – EYFS support staff (partly funded salaries)</p> <p>£5000 – supply cover for teachers</p> <p>£12100- Attention Hillingdon staff (partly funded salaries)</p>	<p>Play based intervention in Early Years to support Sp&amp;L, SEND and additional focused support.</p> <p>“Building Brilliance” programme delivered by teacher once a week provides parents with a bank of ideas and resources that they could use at home to support their children’s learning.</p> <p>Attention Hillingdon programme helps to improve pupils’ focus during a task.</p>	<p>The participation and engagement of parents led to parents feeling more confident in supporting their children’s learning.</p> <p>Over 80% of PP pupils achieve their GLD at the end of the year.</p>	Spring/Summer data 2020 shows that 76% would have achieved this and were on track to meet the target of over 80%.
Increase the % of pupils achieving ARE in reading, writing, and maths from Y1-5.	<p>£18000 – HLTAs in every Year Group (partly funded salaries)</p> <p>£5000 – Before school boosters (extra hours)</p> <p>£1200 – Supply cover for PP data challenge meetings.</p> <p>£ TLR for PP Lead</p>	<p>Skills gap in core subjects</p> <p>1:1 feedback</p> <p>Core skills strengthened</p> <p>High quality teaching providing boosters for children.</p> <p>Mastery HLTAs deliver interventions in Phonics, English and Maths based on pupils’ outcomes weekly identified by teachers.</p> <p>Increase online home learning – Times tables Rockstars, My Maths, Edshed.</p> <p>Class teachers and TAs deliver interventions before school</p>	<p>Tutoring provided in small groups in specific areas of English and Maths by teachers and support staff through intensive target intervention time.</p> <p>Pupils will benefit from working in smaller groups with activities and objectives tailored to specific needs.</p> <p>Class teachers deploy additional support to ensure all disadvantaged pupils are supported during class-based learning.</p>	<p>75% PP achieved ARE in Year 1 Reading. 75% PP achieved ARE in Year 2 Reading.</p> <p>33% PP made more than expected progress in Year 3 Reading.</p> <p>In Year 4, 67% PP made ARE progress in Maths.</p> <p>In Year 5, 64% PP made ARE progress in Writing and 68% in Maths.</p> <p>Most PP pupils were on track to achieving ARE but due to lockdown and loss of direct teaching, this has not been possible.</p>

	<p>£ Supply cover for PP Lead to monitor the quality of interventions and</p>	<p>and during lunchtimes additional to normal English and Maths but is closely linked to what is being taught in class and meets the specific need of the pupil.</p> <p>Class teachers to track pupil progress and conduct Data Challenge Meetings with SLT to monitor progress and implement future effective strategies to further enable pupils to make at least good progress. Supply cover for DCM.</p>	<p>Class teachers organise a weekly timetable for additional, targeted support to ensure that all eligible pupils are supported in a detailed manner by LSA intervention.</p> <p>Pupil progress results in a narrow gap in cohorts of pupils/whole school compared to PP.</p>	<p><b>Covid closure</b> Although we recognise that gaps may have been widened, we have put measures into place to ensure pupils are engaged in learning through closure times. We have arranged Summer catch up for disadvantaged pupils and get as many as pupils back in class.</p> <p><b>Next steps</b> Wellbeing is at the forefront of our planning. Wellbeing strategies to include appointing a wellbeing mentor. Autumn 2020 assessments will be analysed as quickly as possible and interventions arranged for those identifies as a concern.</p> <p>Autumn INSET days to ensure subjects are heavily targeted and tailored heavily to reflect on needs of disadvantaged pupils.</p>
<p>Attendance of PP pupils improves.</p>	<p>£11000 – Attendance Officer and FLW (partly funded salaries)</p>	<p>Attendance Officer, FLW and Principal to track attendance and punctuality. Principal meets with parents whose children’s attendance falls below. Attendance and FLW visit families.</p>	<p>Attendance increases to 96%.</p> <p>Punctuality improves.</p>	<p>Close monitoring of attendance and collaboration with Pupils &amp; Families Liaison Officer.</p> <p>Attendance celebrated weekly (prior to school closure) &amp; children proud of this.</p>

	<p><b>£3000 – Learning Mentor (partly funded salary)</b></p> <p><b>£500 – Materials for rewarding good attendance</b></p> <p><b>£500 – Breakfast Club paid for PP children whose attendance is poor</b></p>	<p><b>Class teachers to track poor attendance of pupils in their class and meet parents with Year Team Leaders when required. Also liaise with Attendance Officer when required.</b></p> <p><b>First-day response and home visits undertaken when required for pupils/families who are causing concern. Early Help to be used to support families who are struggling with attendance and punctuality.</b></p> <p><b>Whole school initiatives to encourage PP pupils attendance improves eg Best Class Attendance trophy, termly 100% attendance pizza party termly and 100% attendance bike raffle end of year.</b></p>		<p>Breakfast club places offered to target families ensured improved punctuality for this group.</p> <p><b>Covid closure</b> Google classroom was put in place very quickly. Home learning packs were delivered home for those who had no IT access at home. A large proportion of children engaged with home learning &amp; actions taken to ensure this. Summer school was put in place to engage with learning and was very successful.</p> <p><b>Next steps</b> Target to remain for next year's strategy</p>
<p><b>To ensure all pupils have access to school visits to enrich their curriculum.</b></p>	<p><b>£500 – School trips</b></p>	<p><b>Life experiences</b> <b>Trips to key landmarks</b> <b>Broaden creative thinking</b> <b>Class trips for PP pupils</b></p>	<p><b>PP pupils are able to demonstrate knowledge, understanding and apply their classroom learning to contextual situations.</b></p>	<p>Autumn-Spring: All children in all classes accessed a minimum of a half term of an enrichment activity including competitive sports.</p> <p>Pupil voice:” I have learnt a lot of skills in my sports club. I am much more confident now.”</p>

				<p><b>Covid closure</b> Parents were sent FAQ and a guide to access to Google Classroom</p> <p><b>Next steps</b> Objective to remain on strategy next year. Wellbeing of pupils on return will be a priority.</p>
<p>To implement wider opportunities for curriculum enrichment to promote and develop talents of pupils.</p>	<p>£1200 – Music provision for PP pupils (2 times per week)</p>	<p>Music provision – drumming (Y3/4) music appreciation (Y1/2). Before and after school clubs. Sports coach – PP pupils have the opportunity to attend gymnastics, football and dodgeball clubs organised by external providers.</p>	<p>PP pupils are able to develop their music and sporting skills and foster a passion for learning in other fields.</p>	<p>All PP chn offered places on choice of clubs and the engagement has been excellent.</p> <p>PP children uptake of clubs was 100% in Spring.</p> <p>All PP pupils were able to access free trips and this has reflected in pupil voice and increased self-confidence and enjoyment.</p> <p><b>Next steps</b> Objective to remain on strategy next year</p>
<p>To support vulnerable pupils and families, and ensure they are safe, cared for, and engaged in their learning.</p>	<p>£300 – purchase of Pupil Voice items eg blazers, caps, vests, badges, certificates, etc</p> <p>£10000 – FLW, Learning Mentor and</p>	<p>School uniform purchased for PP pupils at the beginning. Identified clothing items eg blazers, purchased for PP pupils who are members of the different Pupil Voice teams in school.</p>	<p>Identified pupils have the same uniform as their peers.</p> <p>PP pupils will have the opportunity to contribute to the wider school through participating in the various Pupil Voice activities</p>	<p>Feedback from families is very positive regarding school support and staff who went above and beyond.</p> <p>Financial support &amp; resources offered discreetly on individual needs basis.</p>

	<p><b>Pastoral HLTA (partly funded salaries) to provide regular training for Pupil Voice</b></p> <p><b>£4500 – Support staff who runs the Active Club and materials for the training</b></p>	<p><b>and Learning Mentor, with advanced safeguarding training, to work with PP pupils with specific behaviour needs, e.g. boosting pupils' self- esteem, enhancing their attitudes to learning, their sense of well-being and their enjoyment of school, via small group and 1:1 support with specific behaviour interventions; 3 mornings a week.</b></p> <p><b>Learning Mentor -</b>  <b>Preparing children to be ready to learn</b>  <b>Play therapy</b>  <b>Counselling</b>  <b>Extend opportunities for parents to attend sessions in school with their children which will help them acquire skills to support their children in their learning. FLW provides support/ information for families struggling to access housing, welfare, health, young carers and adult education.</b>  <b>The MEND programme (obesity education) is a referral process via the school nurse following on from the</b></p>	<p><b>and training to build knowledge and skills.</b></p> <p><b>All PP pupils are provided with equal opportunities to learn a sport and be part of an out of school club, should they so wish, and that parents financial concerns are not a barrier to remove opportunities.</b></p> <p><b>Developing self-belief and confidence when learning a sport and cooperation.</b></p> <p><b>The MEND programme helps to build confidence of the pupils.</b></p> <p><b>PP pupils counselling sessions will help with their wellbeing and self-esteem so they are focused in their learning and make expected progress.</b></p>	<p>Support for parents continued during closure from phone calls to disadvantaged pupils on weekly basis from members of SLT, Pastoral teams and class teachers.</p> <p>Parental support given to families with financial difficulties.</p> <p>Food vouchers were offered to families in need.</p> <p><b>Next steps</b>  Objective to remain on strategy next year.</p>
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		<b>height and weight checks in Year Reception. FLW runs the Self-E programme to promote self-esteem and confidence for PP pupils in Year 3. A support staff runs the Active Play club while PP pupils' parents are in the training sessions.</b>		
<b>Total</b>	£105,600			