

PUPIL PREMIUM GRANT STRATEGY 2019-2020 Review

Targeted support for Academic achievements

In Autumn 2, the “Building Brilliance” programme was delivered by teachers once a week, providing parents with a bank of ideas and resources that they could use at home to support their children’s learning in Early years and helped to improve pupils’ focus. Use of play-based interventions had a positive impact, benefitting our pupils through adult-led activities. Spring data 2020 showed that 76% (13/17) had achieved the target of achieving GLD at the end of the Early Years and were on track to meet the target of over 80%.

Teachers’ and HLTAs’ interventions in Phonics, English and Maths based on pupils’ outcomes were identified by teachers in Autumn 1 and they delivered interventions before school and during lunchtimes in addition to normal English and Maths, but closely linked to what was being taught in class and to meet the specific needs of the pupils. Children in Year 1 responded well to the extra support. Year 1 Phonics showed the closing the gap between Pupil Premium and non-Pupil Premium pupils. In Maths 50% were on track to achieve greater depth. We now want to focus on diminishing the difference across the school between PP children and national expectations.

Following school closures on 20th March 2020 due to Covid, our greatest priority was initially focused on developing routines at home and securing student wellbeing. Our teachers’ commitment to LFPA pupils was shown by contacting all parents through phone calls and text messaging to maintain our strong teacher-parent relationships. Although it was recognised that learning gaps may have been widened, we put measures into place to ensure pupils were engaged in learning through closure times. We used online platforms like Mymaths, Spelling Shed and Times Tables Rock Stars including Google Classroom to set work remotely and home learning was supported by teachers who set work on paper for pupils who had no access to IT at home, which focused on consolidating learning through scaffolding, modelling and worked examples.

Summer catch-up for disadvantaged pupils has been arranged and learning gaps and misconceptions will be identified and addressed so that pupils can secure learning domains that will enable them to catch up and meet age related expectations or work at greater depth.

Autumn 2020 assessments will be analysed as quickly as possible, and interventions arranged for those recognised as a concern. Autumn INSET has been designed to focus on securing strong subject knowledge, questioning, feedback, ‘talk for learning’, metacognition and self-regulation.

Improvement of Attendance

A well-developed attendance strategy targeting children was implemented that included rewards for the whole school with a more personal touch by our attendance officer and Pupils and Family Liaison Officer. A system of engagement and rewards was introduced in September along with close monitoring of attendance and collaboration with the Attendance Officer. Attendance was celebrated weekly (prior to school closure) and children were proud of achieving certificates and vouchers. This helped develop cultural capital and consequently raise aspiration and resilience for our disadvantaged pupils. Breakfast club places offered to target families ensured improved punctuality for this group. This smooth start to the day, joining friends outside on the playground prior to class, has led to better punctuality and attendance and for a few pupils ensured a better attitude towards learning in the morning. It has provided them with resilience necessary to cope with demands of the curriculum.

The employment of a teaching assistant as a leader of the club has ensured that time can be maximized, for example, hearing children read in the morning - supplementing the school reading when parents struggled with this task. Families have been very grateful for the support offered.

On Sunday 10th May, the Prime Minister outlined the government's roadmap for easing the current measures in place for the partial reopening. For our school this applied to Nursery, Reception, Year 1 and Year 2 pupils, and we also included Year 5 pupils. This allowed those children who were more vulnerable to re-engage in learning and helped to prepare them for their transition into Year 6.

Support vulnerable pupils and families, and ensure they are safe, cared for, and engaged in their learning.

Our Pupils and Family Liaison Worker, alongside Pastoral HLTAs have continued to provide opportunities for parents to attend sessions in school with their children which will help them acquire skills to support their children in their learning up until school closure. These sessions have helped with boosting pupils' self-esteem, and enhancing their attitudes to learning and sense of well-being. We used Pupil Voice to identify individual needs. Financial support and resources were offered discreetly on an individual needs basis to families who were finding it hard to cope during school closure, including Food Vouchers. Support for parents continued during closure through phone calls to disadvantaged pupils on weekly basis from members of the Senior Leadership Team, Pastoral Teams, and Class Teachers.

We have 36 Pupils with an EHCP in Lake Farm Park Academy. Following the school closure

on the 20th March 2020 all pupils with an EHCP were entitled to attend school. Weekly phone calls were made by the SENCO Miss Baldwin (until the Easter Holidays), continued by the Vice Principal Mrs O'Neill from the Summer term for the pupils with an EHCP who did not attend school during the closure. A risk assessment was written by Mrs O'Neill and shared with the Local Authority for every pupil with an EHCP.

Speech and language (SALT) and Occupational Therapist (OT) provision for the pupils was provided by therapist contact with the parents. For the 12 pupils who are in our SRP the SALT and OT provision was provided remotely.

All our SEN pupils were able to request a SEN learning pack in addition to their class work uploaded on Google Classroom. They also have access to OT and sensory ideas to support sensory needs at home.

Implementation of wider opportunities for curriculum enrichment

Year 1 through to 4 had Music provision with Year 3 and 4 having drumming lessons, and Year 1 and 2 learning music appreciation as a part of enrichment activity to improve children's confidence and engagement. This was offered in Autumn 1 and Autumn 2 right until school closure.

There was a 100% uptake in Spring by our Pupil Premium group for before and after school clubs run by sports coaches. PP pupils have had the opportunity to attend gymnastics, football and dodgeball clubs organised by sports coaches. All children in all classes accessed a minimum of a half term of an enrichment activity including competitive sports during the Autumn and Spring terms.

Overall, the engagement with the clubs seems to have had a positive impact on the student body. One Pupil voice said "I have learnt a lot of skills in my sports club. I am much more confident now."

Class teachers noted that pupils were sitting in lessons for a longer amount of time and that their ability to focus and sustain concentration was vastly improved. Pupils were more keen to engage in lesson time and reacted with positive behaviours.

Lessons learnt

The whole school priorities for PPG spending were significantly impacted upon by the imposed school closures and subsequent partial reopening of schools due to COVID-19. As most of the Pupil Premium Grant spending at Lake Farm Park Academy was utilised in the employment of our Family team and the safeguarding, pastoral roles they fulfil, these staff



will continue to be utilised in supporting vulnerable families at home, including coordinating a multi-agency approach, home visits, weekly and daily phone calls to vulnerable families and acting on concerns in conjunction with social care.

At LFPA, we aim to continue to ensure all pupils have access to school visits to enrich their curriculum in the next academic year 20-21 with a focus on increasing the cultural capital for our disadvantaged group.

The following table shows successes in pupils' attainment for the pupil premium group as compared to non-pupil premium group

Year Group	Subject areas where PP group are in line with non-PP group
Year 5	Maths EXS + & GDS Reading
Year 4	Greater Depth in Writing
Year 3	Greater Depth in Reading
Year 2	Phonics, Reading
Year 1	Phonics, Reading, Maths

The following table shows areas of focus for the pupil premium group in the next academic year

Year Group	Subject Area for Focused Intervention in 2020 - 2021
Year 6	Maths EXS + & GDS Writing
Year 5	Writing EXS + & Maths EXS +
Year 4	Writing EXS +
Year 3	Maths EXS+ & Reading EXS +
Year 2	Maths EXS, Writing EXS, Writing GDS
Year 1	Greater depth in all