

Lightcliffe CE Primary School

Pupil Premium Strategy from September 2019 to July 2020 - intended use for academic year 2019-20

The **pupil premium** is a grant given by the **government** to schools in England to decrease the attainment gap for the most disadvantaged children, whether by income or by family upheaval.

Introduced in April 2011, the Pupil Premium is additional funding, outside of the Dedicated Schools Grant, paid to publicly funded schools in England with the aim of raising the attainment of disadvantaged pupils. The eligibility for the Pupil Premium has changed since its introduction. For the 2019-20 financial year schools receive funding for each of the following groups of pupils:

1. How much pupil premium funding has our school has received for this academic year?

Allocation	Amount per pupil	Pupil Numbers	Total Amount
Pupil premium Reception to Y6 - registered for a free school meal (FSM) at any point during the last 6 years.	£1320	23	£30,360
Pupil premium allocation for children who are looked after by the local authority.	£2300	0	0
Pupil premium allocation for children who have been adopted from care	£2300	5	£11,500
Pupil premium allocation for children whose parents are in the armed forces.	£300	4	£1200
		Total	£43,060

2. Details of the main barriers to educational attainment that the disadvantaged pupils in our school face.

- Emotional support and building confidence
- Social interactions and building confidence
- Language acquisition
- Phonics and reading
- Support within literacy and maths lessons
- Financial difficulties
- Attendance and lateness

3. How we will spend the pupil premium funding to address these barriers and the reasons for the approach we have chosen.

Strategies	Evidence of Impact- success criteria
HLTA and TA used daily in KS2 for maths support every lesson. Deputy Head used daily to teach maths group in Year 6.	Increased number of children who are at age related expectation in years 4,5 and 6 for maths The gap between PP and none PP has narrowed. 4 out of 5 children achieve age related expectations.
Addition of Learning Mentor. 22.5 hours. The LM will focus on behaviour support, pastoral care, attendance and home liaison.	Children with identified needs such as behaviour, attendance, high anxiety will respond positively by working more effectively in class, improve attendance and they will feel

	more calm and will have confident strategies with which they can use.
Milk	Children have continued to have their milk through the year at break times.
TA to target 1:1 and small group in classes	PP children have reached age related expectations by the end of 2020 in reading and writing. 4 out of 5 children. Spellings have been targeted to reach age related expectations. 4 out of 5 children to achieve age related expectations.
KS1 interventions: additional phonics Rapid phonics, Ta precision teaching. Teaching on 1:1, spirals (speaking and listening group)	Increased number of children who are at or nearing age-related expectations. 4 out of 5 children to achieve expectations.
Pastoral support	Children growing steadily in confidence, resilience and happiness. Anecdotal evidence.
Agency support	If appropriate, a referral to an outside agency may be paid, or a contribution made, by the school towards the cost of the session.
TA to target pupil premium children with SEN dyslexia 1:1 Activities include toe by toe, Quest, touch typing (Nessy Fingers), Beat Dyslexia	Children are showing progress with the programme of intervention. All children to show continued progress through the intervention programmes.
Maths and English. Interventions by Ta to include maths targets agreed with the teacher. Stareway to spelling	Increased numbers of children at or nearing age-related expectations. 4 out of 5 children to achieve age related expectations.
Out of school clubs/ activities/ trips/ residential	Where it is seen to be appropriate, children have accessed an out of school club that has focused on an area that they would benefit from. Where appropriate/ necessary, trip or residential has been paid in full or partially. Where appropriate access to the G and T activities.
SULP group. 1:1 anxiety support	Children, who have accessed this group, are showing increased signs of growing confidence. Where identified, children have risen to the challenge of a task such as completing a speaking part in front of others. Behaviour issues with identified children have improved.
Teacher reading 1:1 regularly	Where appropriate children will have been reading with their teacher regularly. Children will have increased numbers of reads each

	week. They will be far more fluent and have improved reading comprehension skills.
SATs breakfast club	Where appropriate children will be invited to a breakfast club with several other Year 6 to ensure they are ready for the SATs.
Music lessons	Where it has been judged appropriate, the child will have gained in confidence, enjoyed learning, and will have shown progress in playing their instrument of choice by moving through the grading system.

4. How will we measure the impact of pupil premium funding?

See success criteria listed against each strategy.

5. The date of the next pupil premium strategy review:

July 2020