



Pupil Premium Strategy

Proposed Strategy for 2020-2021

Review of Strategy for 2019-2020

As a school, our vision for our Pupil Premium children, is to ensure an outstanding provision at two levels, the whole school level and the bespoke. This underpins our school ethos of care, nurture and determination, celebrating the differences amongst all members of our community. We believe that all pupils should thrive and flourish within our school, regardless of any disadvantages they may face. High expectations, high quality teaching and learning opportunities are a right of all our pupils, and we can utilise pupil premium funding effectively to ensure our pupil's needs are met and they continue to make progress. We value the importance of understanding the vulnerability amongst some of our pupils, focusing on the development of the whole child and their families when planning both whole school and personalised provision which widens their experiences.

Our School Ethos for Pupil Premium

Our key ethos includes:

- Lavendon School adopts a whole school approach whereby all are accountable for our pupil premium pupils.
- There should be no gap in progress or attainment between pupil premium pupils and non-pupil premium pupils.
- Pupil premium funds will be ring fenced to directly benefit and target pupil premium pupils tailored specifically to meet the individual needs of the children.

All expenditure is evaluated using key performance indicators, including attendance, attainment, progress and punctuality.

- Pupil premium is a key focus of teaching and learning and plays a crucial part in planning, monitoring and assessment.
- There is a direct team of adults who monitor the well-being and learning of these pupils and then feed this information directly to all parties
- Direct involvement by all stakeholders including our pupil premium governor
- Governors, including our Pupil premium governor, to be fully involved in the monitoring and evaluation of the Pupil premium interventions, analysis and costings.

Whole School Level:

- Our whole school understands the importance and impact of wellbeing and this is our key value in ensuring every child is successful
- As a school we place a huge emphasis on academic research and have spent time piloting new ideas with our most vulnerable being our benchmark
- We also understand that all of our children have different needs and so we enrich their lives with a variety of different opportunities
- Parental engagement is key to providing a positive and nurturing environment in which our Pupil premium pupils can achieve their potential.
- Early intervention and targeted learning support are central to our strategy. Children take part in a variety of interventions and learning experiences to help.

Bespoke provision for individual pupils

- We believe that pupil premium should be used to impact the wider school but it is also pertinent that pupil premium is specifically tailored to meet the needs of individual pupils. We ensure that by talking to the pupils, their families and other stakeholders that we can create the very best provision for that child. Whether it is narrowing an academic gap, social and emotional wellbeing or a creative intervention. Our main focus is that each child is given the opportunity to shine.

In light of the June 2019 update from the DFE on the website information regarding Pupil Premium Funding and Accountability for Schools, Lavendon School have started to consider a multi-year strategy covering a three- year period with light touch annual reviews resulting in a comprehensive review every three years in order to embed consistency and align this with the wider school improvement strategy.

Strategic Vision: Long Term Desired Outcomes	
<p>Three-year Outcomes:</p> <p>To improve the level of ALL children achieving the expected standard in Writing, with a key focus on handwriting and SPAG skills being embedded in all subjects</p> <p>To improve the number of ALL children reaching the expected standard in Reading, with a focus on fluency and reading stamina.</p> <p>To improve the attendance of Pupil premium children to above 96%</p> <p>To reduce the gap between PP and non PP children to zero</p>	<p>Link to SDP:</p> <p>https://www.lavendonschoolmk.co.uk/school-improvement-plan-1/</p>
Impact Towards Long Term Outcomes 2020-2021	
Impact Towards Long Term Outcomes 2022-2023	
Impact Towards Long Term Outcomes 2023-2024	

Summary information					
School	Lavendon School				
Academic Year	20/21	Total PP budget	13,450	Date of most recent PP Review	Jan 2020
Total number of pupils	155	Number of pupils eligible for PP (9) PP premium plus (2)	11 (7 %)	Date for next internal review of this strategy	TBC
Staff Information	<ul style="list-style-type: none"> The member of staff responsible for Pupil Premium is Hannah King The rest of the Pupil premium team includes: Mrs Lisa Watson (Head), Mrs Wendy Jeffcoat (Attendance and Late arrivals), , Mrs Christina Plumb (finance), Mrs Claire Crook (pastoral support) 				
Setting Information	<ul style="list-style-type: none"> The percentage of pupils known to be eligible for PP funding is 7.1% total of 11 pupils. 1.3% (2) of these are adopted pupils. 				

Current attainment 2019 Year 6 – (4 Pupil Premium)						
	Lavendon PP	Lavendon All Pupils	National All Pupils	PP exceeding the expected standard	Lavendon GD All pupils	National GD Pupils
67% achieving in reading, writing and maths	10% (3)	67%	65%			
73% achieving the expected standard in reading	10% (3)	73%	73%	7% (2)	50%	27%
83% achieving the expected standard in writing	10% (3)	83%	78%	3% (1)	27%	20%
77% achieving the expected standard in maths	10% (3)	77%	79%	3% (1)	33%	27%
77% achieving the expected standard in GPS	10% (3)	77%	78%	3% (1)	47%	36%

Current attainment 2019 Year 2 – (2 Pupil Premium)						
	Lavendon PP	Lavendon All Pupils	National All Pupils	PP exceeding the expected standard	Lavendon GD All pupils	National GD Pupils

81% achieving in reading, writing and maths	10% (3)	81%	65%			
95% achieving the expected standard in reading	10% (3)	95%	75%	7% (2)	10%	25%
86% achieving the expected standard in writing	10% (3)	86%	69%	0	0	15%
86% achieving the expected standard in maths	10% (3)	86%	76%	3%(1)	14%	22%

Current attainment 2019 Year 1 Phonics Screening			
	<i>Lavendon PP</i>	<i>Lavendon All Pupils</i>	<i>National All Pupils</i>
Year 1 pupils achieving the expected standard (1 pupil premium)	5% (1)	96%	82%
Year 2 pupils re-takes achieving the expected standard (0 pupil premium)	0%	100%	56%

Current attainment 2019 EYFS						
	<i>Lavendon PP</i>	<i>Lavendon All Pupils</i>	<i>National All Pupils</i>	<i>PP exceeding the expected standard</i>	<i>Lavendon All pupils</i>	<i>National GD Pupils</i>
72% of pupils achieving a good level of development (1 pupil premium)	7% (1)	72%	71%			

Barriers to future attainment	
In-school barriers	
A.	Poor emotional resilience, self-regulation skills and limited aspiration which has a significant impact on some pupil's ability to play/work collaboratively and to accept a degree of challenge in their learning.

B.	Lower academic achievement or undiagnosed special educational needs on entry	
C.	Poor oral and written skills	
External barriers		
D.	Engagement of parents	
E.	Poor attendance	
Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Disadvantaged pupil's wellbeing is promoted to ensure that they develop into confident individuals, independent learners and responsible citizens Disadvantaged pupils display the same level of resilience regarding attitude to learning as their peers. Closer links fostered between Lavendon and our two feeder Early Years settings in order to provide support regarding resilience and mental health prior to transition. Greater emphasis upon wellbeing across the school coupled with Quality first teaching strategies to support mental health and well-being in the classroom	Diminished occurrences of disadvantaged children accessing the Wellbeing support provided at school. Children able to confidently use the strategies taught to build resilience to barriers in their own learning independently to
B.	Disadvantaged pupils will make accelerated progress to diminish the difference with their peers. Disadvantaged pupils will achieve in line with their non-disadvantaged peers in reading, writing and maths. Disadvantaged children entering school with an undiagnosed special need will be identified and further assessment will be sought within their first year at Lavendon School.	An aspirational target of 90% of disadvantaged children make accelerated progress from their bespoke baseline assessments.in comparison with their non-disadvantaged peers. An aspirational target of 100% of disadvantaged with an undiagnosed SEND need will be identified and tracked using our in-house assessment tools.
C.	Disadvantaged pupils will make accelerated progress to diminish the difference with their peers. They will achieve in line with their non-disadvantaged peers in speaking and listening and writing.	An aspirational target of 90% of disadvantaged children will make accelerated progress from their baseline in comparison with non-disadvantaged peers.

D.	The parents of all disadvantaged parents will engage in their children's learning and school community, the same way that we expect parents of non-disadvantaged children to. All disadvantaged parents will attend parents evening and most will take an active part in home learning.	100% of disadvantaged families attend parents evening and other parental events. Regular open door, high quality discourse between teachers, support staff and parents. Regular contact with those families who are deemed hard to reach shall be maintained by members of the Pupil support team, dependent upon need.
E.	Attendance of disadvantaged pupils improves from previous academic year	All disadvantaged children have attendance of 96% or more. Where a child's attendance begins to drop, liaison with the family initiated and continued until child's attendance improves.

Planned expenditure for 2020-2021

Academic year					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Gaps in knowledge and targeted needs identified quickly	Marking and Feedback Pupil Target Meetings Pupil Progress Meeting QFT Targeted Questioning	When needs and misconceptions are identified quickly it enables the teacher to target the intervention quickly and successfully. This will enable the child to keep up, build confidence and resilience and impact progress.	Pupil progress meetings, moderation of planning and lessons with a clear focus. Pupil feedback, and intervention reviews.	HK/LW/CW	Termly
Low resilience barriers	Classroom Environment PSHE Lessons Wellbeing	Through classroom positioning and targeted questions you can significantly impact a child's ability to focus. Ensuring a child's	Well-being lead to introduce a whole school wellbeing approach. Pupil feedback, moderation of	HK/CC	Termly

		Wellbeing is central to their learning journey can teach them strategies, reduce anger and anxiety and encourage them.	Planning and lesson observations. Pupil Progress reviews		
Reading – enhancing the progress of all readers	Focus – fluency and vocabulary	Building vocabulary is key to enhancing comprehension.	Reading Diet – whole range of reading stimulus Word of the day Vocabulary building in magpie books Evidence of new vocabulary writing	HK	Termly
Total budgeted cost					3,360
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Accelerated progress, targeted support within core subjects	Teacher led interventions Support Staff Interventions X 3 per week (£6,360)	Identification of key groups of children that require a smaller and graduated learning environment to increase confidence, bridge gaps and allow progression.	Half termly review of progress against smaller increments. Moderation of impact and evidence of differentiation.	HK/JB/JSW	Half termly
To improve language skills	Oral Language Interventions (£120)	Some disadvantaged children enter school with limited vocabulary. Supporting early language skills as early as we can will have a direct impact on learning.	Half termly review of progress against smaller increments.	HK/JB	Half Termly
Enhance resilience, life skills and enrichment activities to boost understanding	Forest School to improve emotional wellbeing and resilience (£1,560 based on 39 weeks)	Outdoor learning supports and boosts morale in pupils. Supporting children with an interest outside will increase confidence and build resilience	Termly – pupil progress, pupil voice, moderation of planning and lesson.	HK	Half Termly

Total budgeted cost					8,040
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Financial support for parents to maintain inclusivity (£2400)	Fund school trips, resources, music lessons or after school activities.	Some of our PP children either miss out on attending trips, sports clubs or music lessons due to affordability. Both music and PE have proven results in eliminating anxiety and improving well-being. It also ensures that all children have the same opportunities no matter what	Conversations with parents to ensure that the right support is provided. Review teacher and pupil feedback where necessary termly.	HK.CP	Termly
Parental Engagement (£1,376)	Targeting parents	Through more face to face conversations we can support parents to join in with these events. Alleviating pressure to book on or explaining the event.	Using the current Pupil Premium register to ensure correct targeting of parents.	HK.WJ	Annually
Total budgeted cost					3,776

Review of expenditure

Previous Academic Year		2019-2020		
Desired outcome	Chosen action/approach	Impact:	Lessons learned:	Cost
Improved attendance	Working closely with 2 families to encourage attendance.	With help of breakfast and after school club and more face to face meetings with parents this resulted in increased attendance for both children.	We've increased attendance for those children but overall our attendance for pp is 92.3% our aim is to increase it to 96%	£4670
Children make improved progress from their starting	Small group interventions	All children has made progress and closed gaps in learning.	Interventions need to be gap specific and consistent	£7,680
Good attitudes to learning	Funding for after school clubs	Children took part in a range of activities to boost their emotional well-being, this has had a considerable effect on children's attitude to	Are there any other ways we can boost emotional resilience within lessons or around school without the need for an after-school club.	£1397