

Ladysmith Infant School Strategy Statement

At Ladysmith Infant and Nursery School we have high aspirations for our children, and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential using ambition and adventure to achieve.

We realise that within our school population, there are some children that are ‘unluckier’ than others. The government recognises some of these children as Pupil Premium children. Our aim here at Ladysmith Infant and Nursery is to overcome the barriers to learning for these pupils and support them in reaching their true potential. We recognise the value and importance of the child’s early years of development and hope that with supporting PPG pupils to bridge the gap with their peers and overcome their barriers, we are giving them a better chance of lifelong learning and greater success in their adult lives.

Our PPG strategy is tailored to our individual PPG pupils with our whole school approaches coming from a place of pupil premium, but with the ultimate goal of benefitting all. Our projected three-year plan of closing the word gap for these children, lies at the heart of the strategy and will be embedded across all curriculum areas. Becoming an integral part of Ladysmith life and ethos. Our strategy is influenced by the three-tiered provision approach recommended by the EEF.

Not all PPG pupils fall under this umbrella nor do they all have the same needs, so by having an in-depth knowledge and close monitoring of our PPG pupils, we can carefully craft our approaches and programmes to work towards ensuring that they all achieve.

Ladysmith Infant School Pupil Premium Strategy 2019-2020

1. Summary information

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| School | Ladysmith Infant School | | | | |
| Academic Year | 2019/20 | Total PP budget | £27,720 | Date of most recent PP Review | July 2019 |
| Total number of pupils | 270 | Number of pupils eligible for PP | 21 | Date for next internal review of this strategy | July 2020 |

Percentage gaining a Good level of Development – Foundation stage

| Current Attainment – end of KS1 2018-19 | ARE PPG | ARE Non-PPG | ARE National | GD PPG | GD non-PPG | GD national |
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| % Achieving at least expected standard in writing | 86% | 65% | 70% (2018) | 14% | 8% | 16% |
| % Achieving at least expected standard in reading | 71% | 80% | 75% | 29% | 25% | 26% |
| % Achieving at least expected standard in maths | 71% | 78% | 76% | 14% | 19% | 22% |
| Year 1 Phonics Screening Check | 60% | 74% | | | | |

PPG: 50%

Non-PPG: 73%

National: 74%

1. Barriers to future attainment for pupils eligible for PP

These approaches and barriers to learning have been identified by looking carefully at the PPG pupil profiles, the needs of the individual PPG children and noticing common traits between them.

These observations have been supported by discussions with staff and LT, looking at what helps and hinders learning for these individuals. Along with, information presented in recent research on how best to support the learning and achievement of disadvantaged pupils.

Key Approaches & Barriers

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| . | Monitoring of PPG children |
| . | Closing the 'word gap' and developing pupils oracy skills |

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| C. | Preparing / supporting pupils for learning |
| D. | Less parental support / interaction at home, particularly with Reading |
| E. | Poor attendance of PPG children |
| F. | Limited range of experiences and reference points for the pupils |
| G. | Low parental uptake of PPG across the school |

2. Outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
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| A. | To improve the monitoring of PPG children so that it has a significant impact on outcomes | <p>PPG Profiles paint a picture of the key aspects of the child's school life (parental interaction with teachers, outcomes and progress, monitoring for that child that has taken place and pupil voice)</p> <p>Teacher drop ins provide opportunities to assess progress of PPG in all areas of learning</p> <p>LT have an increased familiarity with these pupils, knowing their common and individual needs</p> <p>Tracking of PPG children in each/class year group is regularly monitored, discussed and recorded</p> |
| B. | To close the 'Word Gap' for PPG and disadvantaged children so that the gap between PPG and non-PPG pupils across all curriculum areas is reduced | <p>A whole school approach to Vocab is implemented and administered</p> <p>Tier 2 words are at the heart of learning and are the steppingstones to increased attainment</p> <p>PPG children have extra exposure to Tier 2 and 3 words through experience-based interventions</p> <p>'Time to Talk' with PPG pupils is prioritised</p> |

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| C. | To support the well-being of PPG pupils so that the opportunity for learning is increased. This will be evident in the gap between PPG and non-PPG pupils being reduced across all curriculum areas. | <p>Working Memory Project - Pupils have access to games and activities to help support and develop the different areas of their working memories, helping to prepare them for learning in class</p> <p>Breakfast Buddies helps to support PPG children during the transition between home and school. Also ensuring that children have had a substantial breakfast and calm, positive start to the day.</p> <p>Family Support Worker (FSW) works with and supports families to help meet the needs of their children</p> <p>Children are given increased access to nature through the Wildlife Champs programme (working alongside Devon Wildlife Trust) and this helps the overall well-being of the children.</p> |
| D. | To enable and enthuse parents to confidently support their children in their learning across the curriculum. | <p>Attendance of PPG parents at parent / teacher consultations is in line with that of non-PPG pupils</p> <p>Children and their parents are more engaged with reading & home learning Reading opportunities for children not reading at home are increased in school with the children having a Reading experience every day</p> <p>Story Cafes and Reading workshops enhance the opportunities for parents and children to have fun Reading together. They are also a chance for Reading strategies and techniques to be modelled to parents.</p> |
| E. | To improve the attendance of PPG children so that it is in line with non-PPG | <p>PPG attendance increases from last year and is in line with non-PPG</p> <p>Communication of pupil attendance increases throughout the school</p> <p>Communication between LT and parents is increased to support parents in getting children into school</p> |
| F. | To enrich the range of curriculum experiences and reference points that PPG children have so that the gap between PPG and non-PPG across the curriculum is reduced. | <p>Subsidies for school trips and extra-curricular clubs are given so that children can access these easily</p> <p>Children have access to a range of curriculum activities and areas helping to increase their experience, knowledge and vocabulary range for different subject areas.</p> <p>The focus of enhanced curriculum provision is vocab and time to talk for the pupils, and CPD for the lead teacher</p> |
| G. | To increase the uptake of PPG children in the Early Years so that all children believed to be receiving the extra support are receiving it | <p>Parental liaison, regarding PPG, is more rapid in Nursery and Reception</p> <p>Parents are more educated about Pupil Premium and the benefit that it has for their child. A leaflet highlights the benefits of PPG for pupils and states key points for parents.</p> <p>Support is offered to guide parents through the process (for example; I.T support as and when required)</p> |

3. Planned expenditure

Academic year **2019/20**


Below highlights how the school intends to use the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

In School 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? |
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| <p>A To unpick the barriers to learning through close monitoring</p> | <p>PPG Profiles created for each child build up a clear picture of that child's needs, progress and the monitoring that has taken place. Profiles are to be shared with all staff working with the child.</p> <p>PPG children will be closely monitored by LT. All monitoring will be added to the PPG profiles.</p> <p>LT to drop into class weekly and have increased 1:1 time with PPG pupils to get an overall picture of each individual and of PPG needs across each year group</p> <p>Tracking of PPG children (as a group and individuals) is clearly visible to all staff in order to assess the impact of actions and interventions.</p> <p>Regular 1.1 Reading across all year groups to monitor home reading records/progress.</p> | <p>Poverty should not be an excuse for lower attainment. Evidence suggests that targeted support can have a positive impact on progress. DEF</p> <p>Ensure clarity of purpose about the different assessments used in your setting. Collect a small amount of high-quality information to ensure that:</p> <p>children who are struggling receive the right type of support; and</p> <p>time is used efficiently by avoiding rehearsing skills or content that children already know well. EEF</p> | <p>PPG Profiles on the One Drive - profiles are updated regularly and shared with staff who edit and contribute. All monitoring for that child is clearly shown on the profile.</p> <p>All staff are aware of PPG children in their class and what their needs /barriers are. LT have a clear picture of all individuals and year groups.</p> <p>Year Groups discuss PPG progress together at PAMS Meetings. Addressing the progress and needs of those pupils and what is in place to support them. Reviewing support / interventions and adapting as required.</p> <p>Data Trackers on the One Drive with % breakdowns for PPG group to track common gaps</p> | <p>PPG Lead</p> <p>Class teachers responsible for their PPG pupils</p> | <p>Half Termly - continuing throughout the year</p> |
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| <p>B. To close the 'Word Gap' for PPG and disadvantaged children</p> | <p>Whole school approach to the specific teaching of vocabulary</p> <p>Tier 2 words to be specifically taught and used in English sequences</p> <p>Tier 2/3 words taught and used for all topic and curriculum areas.</p> <p>Chatting Matters</p> <p>Speaking and listening progression of skills for PPG pupils and to use as a focus for all PPG activities.</p> <p>All PPG pupils are to have a Language Link check and support where required</p> <p>Trial of EasyPeasy App in Reception to improve the quality of play with parents</p> <p>Bookworms; Supports children who are not having Reading support at home by offering them extra Reading opportunities every day at school</p> | <p>There is strong evidence supporting children's level of vocabulary as an accurate measure of children's attainment in later life. Where children at 4 years of age have a limited vocabulary, there can be a projected prediction that they are going to be below their peers at the age of 16.</p> <p>Oxford University Press Language report: 'Why Closing the Word Gap Matters' supports the direct teaching of vocab and the positive impact that this can have on a pupil's attainment.</p> <p>EEF states that developing children's vocab and speaking and listening skills lies at the heart of improving their literacy skills and attainment.</p> | <p>INSET and PDM training on Vocab (see yearly overview sheet) LT to monitor delivery and uptake of this during drop ins and pupil interviews.</p> <p>Supported implementation of vocab teaching for teachers with time to talk, peer support, idea and activity banks and coaching being available to staff.</p> <p>Speaking and listening and vocab is to be the key focus and at the heart of all groups and interactions with PPG children. For example; gardening club, wildlife Champs, Curriculum enrichment courses.</p> <p>Speaking and Listening programme of study to be introduced.</p> <p>PPG pupils to be Language Linked checked and the appropriate support offered as and when required. Termly checks for those children who have required support.</p> <p>Ladysmith Bookworm folders record the evidence of daily reading. FC to check for gaps and continuity.</p> <p>KF to offer workshops for regular volunteers with the aim to increase the quality of support.</p> | <p>English Lead (KF) LT</p> <p>KF</p> <p>KF</p> <p>AB / HK / KF</p> | <p>INSET Autumn PDMs and updates to continue throughout the year.</p> <p>Throughout the year</p> <p>Summer</p> <p>Autumn (initial check) Spring and Summer for checks Programmes to run when required</p> |
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| <p>To support and prepare children for learning</p> | <p>To offer families support and guidance through difficult times and situations with a Family Support Worker</p> | <p>Every pupil should have a supportive relationship with a member of school staff. EEF</p> | <p>LB to work closely with families and pupils. LB to have access to all CPOM entries and referrals to be made to LB when further support or guidance is required.</p> | <p>LB FC</p> | <p>Ongoing - Throughout the year</p> |
| | <p>Breakfast buddies offers children a safe, calm transition between home and school. Also ensuring that children have had a substantial breakfast and calm, positive start to the day.</p> | <p>Breakfast clubs, greeting children at the door and working with parents can all support good behaviour. EEF</p> | <p>SW to run Breakfast Buddies, with continuous LT presence. Pupil's attendance to be documented.</p> | <p>SW SLT</p> | |
| | <p>To provide children with a range of learning opportunities through half price School trips and access to discounted / free clubs</p> | | <p>CT and LT to ensure that all children have access to trips and visits that enrich and extend the curriculum.</p> | <p>FC</p> | |
| | <p>To raise the self-esteem of children with the offer of a free school jumper</p> | <p>Research shows that children's self-esteem improves if they have the correct school uniform</p> | <p>Checking all children have a school jumper and liaising with parents as and when required.</p> | <p>FC</p> | |
| | <p>PPG children are the focus of the working memory project</p> | <p>Research supports the use of games and certain structured activities to assist the development of children's working memories and in turn their ability to retain and store new information.</p> | <p>PPG children to have access to the trial of the working memory project. Reviews, monitoring and assessment all to take place as part of SHINE project. Close liaison and updates with LT to take place.</p> | <p>JL SLT</p> | |
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| | | | | Emily at Devon Wildlife Trust | |
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| 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? |

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| <p>D. To enable and enthuse parents to confidently support their children in their learning across the curriculum (particularly with Reading)</p> | <p>To take a no excuses approach to attendance at Parent Consultations</p> <p>Parent workshops and parent /child learning opportunities</p> <p>Story Café; PPG pupils are given the opportunity to have extra story session with a lead practitioner aiming to build a love of Reading. Parents are to collect children from the Story Café at the end of the day and are encouraged to take part in some of the craft activities.</p> <p>I.</p> | <p>Parents are key in supporting effective learning as shown by a number of research projects (Sutton Trust)</p> <p>PAMS Meetings show that those pupils who make accelerated progress have a supportive home environment where they read regularly at home.</p> <p>The EEF states that there is 'clear evidence' that engaging parents with their children's learning and development in the early years is valuable and will likely have a positive effect on later academic success</p> | <p>Non-attenders at parent consultations are picked up by SLT</p> <p>Parent workshops and parent /child learning opportunities. PPG families to be invited directly and encouraged to attend. Workshops to happen within school hours to increase the likelihood of attendance. Trials in 2018/19 suggested that opportunities within the school day had a better turn out than those offered out of school hours.</p> <p>Teacher surveys to be use as a measurement of progress and increased enthusiasm / support from parents. Recorded on pupil profiles. At beginning, mid and end points of the year</p> | <p>EB FC</p> <p>Exper t leads FC</p> <p>CTs FC</p> <p>FC KF</p> | <p>Termly</p> |
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| <p>To improve the attendance of PPG children so that it is in line with non-PPG</p> | <p>Attendance officer in school to monitor closely the attendance of PPG children, working with EWO.</p> <p>CT to be regularly updated on PPG attendance and look for patterns in absences. Consistent conversations with attendance officer in school and PPG lead.</p> <p>SLT to meet with parents of persistent non-attenders to identify the barriers.</p> <p>Family Support Worker to work with families that are struggling to get their children to school and arrangements made to pick them up if necessary.</p> <p>Breakfast Club to be open as an option to families that are struggling.</p> <p>To work in collaboration with other colleagues that form part of the River Exe Learning Partnership to share ideas and approaches for improving the attendance of hard to reach parents.</p> | <p>When children are regularly absent from school their learning is disrupted and gaps begin to appear.</p> <p>The EEF Toolkit states that there is clear evidence that engaging parents with their children's learning and attendance at school in the early years is very valuable and will likely have an impact on later success.</p> | <p>Attendance of PPG reviewed and communicated more regularly with the attendance officer.</p> <p>Inclusion Meetings to focus on and include discussions about the attendance of PPG children. Strategies for supporting these families are discussed and brought to SLT</p> <p>CTs to create the link between FSW where possible so that support for families can take place.</p> <p>Children start the day with breakfast in a homely environment and time to talk to trained adults. Relationships grow through parental access to adults running the club, early intervention is possible</p> <p>REL P to develop a clear-cut strategy for HTs to support with the authorisations processes of absences. REL P to discuss PPG.</p> | <p>MA FC CTs EWO</p> <p>EB LB HK FC</p> <p>CTs</p> <p>EB LB HK FC SW</p> <p>REL P head s</p> | <p>Ongoing throughout the year</p> |
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| <p>To improve the Cultural Capital of all disadvantaged pupils</p> | <p>Curriculum enrichment activities taught by experts and offered each week. This provides new experiences for children and helps them to expand their curriculum knowledge base and develop vocabulary related to these areas and subjects. Focus on Tier 2 and 3 words. Chatting matters talk focus – time to talk to children. CPD opportunity for Experts to try a short sequence of ‘new’ teaching within a small group setting.</p> <p>Wildlife Champions a project to offer PPG children extra Forest School experience each half term. This runs in partnership with Devon wildlife trust who run some of the specialised sessions.</p> <p>Gardening Club for Yr R and Yr 1 to be run on a fortnightly basis in Forest School.</p> | <p>There is strong evidence supporting children’s level of vocabulary as an accurate measure of children’s attainment in later life. Where children at 4 years of age have a limited vocabulary, there can be a projected prediction that they are going to be below their peers at the age of 16.</p> <p>Oxford University Press Language report: ‘Why Closing the Word Gap Matters’ supports the direct teaching of vocab and the positive impact that this can have on a pupil’s attainment.</p> <p>Research shows that children’s overall well-being and self-esteem increase by being in contact with and having a relationship with nature.</p> | <p>Subject experts to propose short sequence of work with vocab and speaking and listening focus to Fran Feedback to PPG lead at the end of the sequence as a chance to use the learnt vocab</p> <p>To include arrange of subject areas, such as drama, art, music and wildlife</p> <p>Devon Wildlife Trust to work with PPG children each half term. WB (Forest School Practitioner) to lead group. WB to work with children (Wildlife Champs) on alternative half terms. CPD for WB. S&L Vocab focus. FC to check in on sessions and use / focus of vocab. Chatting Matters – time to talk and use vocab with children.</p> | <p>CTs FC HLTA cover withi n year grou ps</p> | |
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| To increase the uptake of PPG children in the Early Years | <p>PPG focus at Welcome Talk to new parents each year.</p> <p>Information leaflet regularly distributed to parents and available at Reception.</p> <p>Support from Family Support worker to help families that are struggling financially to find out if they are eligible.</p> <p>To target PPG siblings across the Federation</p> <p>IT support is available to support parents to see if they are eligible for PPG</p> <p>To work with colleagues as part of RELP to trial strategies to encourage more Early Years parents who are eligible to sign up.</p> | <p>Increased funding for PPG children will have a positive impact on the additional and targeted support that can be offered.</p> | <p>Regular monitoring of PPG uptake with a focus on new parents</p> <p>Parents are clear of the benefits for them and their child of holding PPG status. Leaflet supports this</p> <p>Communication across the Federation</p> <p>CPOMS used to monitor vulnerable families and Inclusion Team to discuss eligibility at inclusion meetings.</p> <p>LT & FSW to support families with application process if required</p> | EB FC JH LB | <p>Heavily in Autumn 1</p> <p>Ongoing throughout the year</p> |
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Appendix One – Strategy Summary

Three-tiered approach as recommended by the EEF

Tier one – high quality teaching, subject knowledge and staff development

- ❖ ‘Closing the word gap’ - whole school approach to the teaching of vocabulary and raising the profile of Oracy in the curriculum
- ❖ Curriculum – CPD opportunity for teachers to try and rehearse something new
- ❖ CPD for

Forest School

practitioner working with Devon wildlife trust

Tier two – specific interventions

- ❖ Wildlife champs programme
- ❖ Language link screening and interventions
- ❖ Ladysmith Bookworms – programme to support daily Reading
- ❖ Curriculum enrichment – programmes to broaden pupil's experience base and offer a CPD opportunity for staff
- ❖ Working memory groups
- ❖ Story cafe

Tier three - holistic approach

- ❖ Family support worker
- ❖ Breakfast buddies
- ❖ Attendance support
- ❖ Extra-curricular support