



Pupil premium strategy statement

Littleham Church of England Primary School Overview

Metric	Data
School name	Littleham Church of England Primary School
Pupils in school	138
Proportion of disadvantaged pupils	39.13%
Pupil premium allocation this academic year	£72,630
Academic year or years covered by statement	2020-2021.
Publish date	Autumn 2020
Review date	Autumn 2021
Statement authorised by	Full Governing Body
Pupil premium lead	Katie Gray / Kate Prince / Natalie Richards
Governor lead	Jo Poslett

Disadvantaged pupil progress scores for last academic year (18/19)

Measure	Score
Reading	-4.71
Writing	-3.18
Maths	-4.90

Disadvantaged pupil attainment overview for last academic year (18/19)

Measure	Reading	Writing	Maths
Meeting expected standard of KS1	75%	0%	25%
	Combined		
Meeting expected standard at KS2	27%		
Achieving high standard at KS2	0%		

Strategy Aims for Disadvantaged Pupils

Priority	Overview
1	Development of a broad and balanced curriculum
2	Development of assessment and tracking of PPG pupil progress
3	Development of Mental Health and Wellbeing
4	Development of vocabulary development
5	Development of literacy and numeracy skills

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	All PPG children to achieve their FFT target excluding those with SEN Support or EHCP 67%	July 2021
Progress in Writing	All PPG children to achieve age expected excluding those with SEN Support or EHCP 67%	July 2021
Progress in Mathematics	All PPG children to achieve their FFT target excluding those with SEN Support or EHCP 67%	July 2021
Phonics	All current Year 1 to achieve Phonics Standard other than 1 child with EHCP	July 2021

Teaching priorities

Priority	Measure	Activity
1	To offer children a broad and balanced curriculum which enhances their life experiences.	<p>Ensure our curriculum intent is clear and specific to children in our school and catchment and is regularly monitored to ensure our planning and teaching follows the document.</p> <p>Ensure curriculum is balanced and broad offering a wide range of activities and supports aspiration.</p> <p>Ensure remote learning continues to support a broad and balanced curriculum offer with linked tasks.</p> <p>Use of key knowledge and vocabulary mats for pupils.</p> <p>Subject Leader development and support.</p> <p>Ensure curriculum includes wider experiences through visits and visitors once Covid restrictions are lifted.</p>

		Development of the use of the Federation Skills Tracker in each curriculum subject
2	To track and monitor the progress of children with PPG.	<p>Target Tracker is being used to track the progress of all children including group analysis (such as for PPG children) to be used for planning future provision.</p> <p>Termly case studies are written to analyse the progress of PPG and any barriers to learning. These support next steps planning. PPG federation team monitor these documents and support teachers to identify areas that need focus.</p> <p>Interventions with a trained teacher are put into place where gaps and need are identified e.g. Babcock Reading Comprehension intervention, Project X, NELI.</p>
3	To develop the mental health and wellbeing of PPG children.	<p>There are 'taught' lessons on '10 a day' approach to support mental health and activities are recorded in class scrapbooks and individual notebooks.</p> <p>To employ a Mental Health Lead Teacher to develop an action plan and resources for teachers to support pupils based on the Carnegie Award scheme.</p> <p>Themed resource packs/videos are created to support pupils mental health both in school and during remote learning periods.</p> <p>Mental Health teacher works with small groups of pupils to support with anxiety and resilience.</p>
4	To improve children's vocabulary experiences and opportunities to narrow the vocabulary gap.	<p>Head of Learning to attend Babcock training in Spring '21.</p> <p>Word of the day is used to promote vocabulary.</p> <p>Creation of reading spine to ensure developmental approach to vocabulary rich texts.</p> <p>Philosophy for children enquiries to be introduced to promote questioning and challenge.</p> <p>Vocabulary is taught explicitly and key words shared with parents in termly curriculum information letter.</p> <p>The learning environment is used to support learning by displays including subject specific vocabulary – referred to in teaching.</p>

		<p>Children in KS2 are read a novel daily to encourage reading and to support vocabulary.</p> <p>Role play areas in KS1 to promote discussion.</p> <p>Raise profile of reading with parent community.</p> <p>Key vocabulary linked to topic areas shared with parents in Curriculum Letter.</p> <p>Library Service Support.</p> <p>Babcock Vocabulary Training and CPD materials used across the whole federation – support from teachers across the 5 schools.</p> <p>Assessment screenings used such as Speechlink and Let’s talk more.</p>
5	<p>To improve Literacy and Numeracy to ensure PPG are achieving ARE and making progress in line with their peers.</p>	<p>Quality first teaching.</p> <p>Review Literacy long term plans for reading and writing to ensure an appropriate coverage of genres.</p> <p>Create a reading spine.</p> <p>Mastery approach to the teaching of mathematics – Hamilton scheme promotes this.</p> <p>Staff CPD in school and from local authority – phonics, development of maths scheme, vocabulary.</p> <p>Use of imagery to support learning – new resources purchased following audit of stock.</p> <p>Clear progression through resources used.</p> <p>Use of word banks and differentiated texts.</p> <p>Purchase of additional resources to support Systematic Synthetic Phonics scheme – as required.</p> <p>Development of use of Hamilton Resource for maths teaching – greater consistency through the school.</p> <p>Purchase of Times Table Rock Stars to promote enjoyment and encouragement.</p> <p>All staff promote positive learning behaviours and develop whole school policy on this.</p> <p>Introduction of NELI in early years and KS1.</p>
	<p>Barriers to learning that these priorities address.</p>	<p>Aspiration and general knowledge - Broad balanced curriculum to widen knowledge and increase aspiration.</p>

	<p>Ensuring all children make good progress and they aspire to be the best they can be. Linked to school vision.</p> <p>Widen Experience Gap - Visits and visitors improve wider experience gap.</p> <p>Resilience - Support pupils' mental health to improve resilience.</p> <p>Oracy – develop a greater vocabulary bank to use and understand.</p> <p>Parental Support – increase parent confidence in ability to support pupils at home.</p>
Projected Spending	£44,502.94

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Priority	Measure	Activity
1	To offer children a broad and balanced curriculum which enhances their life experiences.	<p>Use target tracker to highlight gaps in key subject knowledge and skills across all curriculum subjects to support clear progression and revision of missed areas.</p> <p>Curriculum intent is clear and specific to children in our school and catchment and staff and subject leads refer to it and monitor against it.</p> <p>Curriculum is balanced and broad offering a wide range of activities.</p> <p>Curriculum will include wider experiences through visits and visitors.</p>
2	To track and monitor the progress of children with PPG.	<p>Target Tracker is being used to track the progress of all children including group analysis (such as for PPG children) to be used for planning future provision.</p> <p>PUMA and PIRA tests provide standardised scores which are tracked against FFT targets to monitor that attainment gap is reducing.</p>
3	To develop the mental health and wellbeing of PPG children.	<p>Mental Health Teacher supports groups of children weekly.</p> <p>REDS Team (Reducing Exclusions in Devon Schools) involved with specific at risk pupils.</p> <p>Forest School 1to1 Pupil Support Mentoring sessions focus on mental health, readiness to learn and managing emotions.</p>
4	To improve children’s vocabulary experiences and opportunities to narrow the vocabulary gap.	<p>Vocabulary is taught explicitly.</p> <p>The learning environment is used to support learning.</p> <p>Development of phonics resources and online resources such as Bug Club.</p> <p>To provide a Hub Learning Centre every morning to support pupils with emotional needs.</p>

5	To improve Literacy and Numeracy to ensure PPG are achieving ARE and making progress in line with their peers.	<p>Consolidation of week’s maths concepts and pre teach maths intervention for focus pupils.</p> <p>Training for all relevant staff for phonics, work with English Hub to develop Systematic, Synthetic Phonics Programme across the school. Support for children in development of early Reading e.g. NELI.</p> <p>Targeted intervention from teachers and additional TAs.</p> <p>To provide a Hub Learning Centre every morning to support pupils with emotional needs and reduce exclusion. The focus is on a holistic approach to learning and includes visits to support real life experiences.</p>
Barriers to learning these priorities address.		<p>Aspiration and general knowledge - Broad balanced curriculum to widen knowledge and increase aspiration.</p> <p>Development of enriched experiences to expand the children’s life experiences.</p> <p>Ensuring all children make good progress and they aspire to be the best they can be. Linked to school vision.</p> <p>Widen Experience Gap - Visits and visitors improve wider experience gap.</p> <p>Resilience - Support pupils’ mental health to improve resilience.</p> <p>Oracy – development a greater vocabulary bank to use and understand.</p> <p>Exclusion Risk – opportunities for holistic approaches to learning, mental health support.</p>
Projected spending		£44, 455

Wider strategies for current academic year

Measure	Activity
To develop the mental health and wellbeing of PPG children.	<p>‘10 a day ` is used to support mental health.</p> <p>Counsellor is used to carry out targeted intervention.</p> <p>Time to talk about feelings and creating a culture where it’s acceptable to ask for help.</p> <p>MTA Jenny Mosley Lunchtime Training. Implement a dining room focus and zoning playground activities.</p>

	Continue to follow Carnegie Mental Health Award scheme to ensure focused approach and measure success – Mental Health Teacher to create and monitor action plan. Involvement in University of Exeter KIVA research project. Mental Health team to provide themed support ideas weekly on website.
To ensure a positive start to the day and increase attendance.	Breakfast provided for any PPG child who requires it. New admin team structure ensures attendance is monitored closely and action flowchart followed through.
Ensuring all children access the opportunities available.	All children to access sports events. All children to partake in trips including residential if run.
Barriers to learning these priorities address.	Low Self Esteem and Mental Wellbeing - Improving the readiness to learn for the most disadvantaged children, building confidence, self-esteem and mental wellbeing. Access to wider opportunities - Ensuring all children have equal access to opportunities and visits allowing them to make good progress and they aspire to be the best they can be.
Projected spending	£9580

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring quality first teaching and ensuring time to support staff through professional development.	Training and professional development being provided in school. Using Babcock training. Providing cover for staff to carry out training. Local Authority Review process.
Targeted support	Time and space for small group or individual support, TA and teacher time.	Teacher used to deliver intervention. Timetabling of staff and space to cover intervention. Continue to review size of school with Devon Capital Strategy Team.
Wider strategies	Time within school day and curriculum for ensuring wide variety of experiences for children.	Introduce Cornerstones Curriculum. Link ad-hoc opportunities to other areas of the curriculum where possible e.g. to writing genres.

Review: 18/19's aims and outcomes

Aim	Outcome
Develop a broad and balanced curriculum	<p>All staff were involved in the development of a clear Curriculum Intent document – specific to our school and catchment. This was adapted for the Covid Pandemic provision. All subject leaders have written an accompanying intent document for their curriculum area.</p> <p>A new curriculum rolling programme has been developed, using Cornerstones as a support resource.</p> <p>Within the rolling programme key vocabulary is a clear element for classroom focus.</p> <p>One term of the new curriculum was taught before initial lockdown – children found the new topics engaging and linked areas of planning was having a positive impact.</p>
Development of assessment and tracking of PPG Pupil Progress	<p>All staff are now completing termly case studies and other analysis documents for PPG pupils in their class.</p> <p>A PPG cross-federation team then analyse PPG data from PUMA/PIRA and FFT to look at areas of success and next areas to improve.</p> <p>This work has needed to be adapted due to school covid closure but has linked with identifying gaps caused by disruption to schooling.</p>
Development of Mental Health and Well Being	<p>There is now a clear approach to weekly mental health teaching – 10 A Day. Children are now able to discuss these and self-initiate ideas to support themselves.</p> <p>A mental health lead teacher has been employed during the pandemic. She has worked with a cross federation 'mental health' team to support and share ideas.</p> <p>All schools in the federation are working towards the Carnegie Award – this is giving a framework for improvement.</p> <p>Action plans include supporting pupil and staff mental health and wellbeing.</p> <p>Weekly mental health activity ideas were posted on the website during lockdown 1.</p> <p>Themed packs of resources were created for whole school reopening for teachers to use with their classes e.g. anxiety, bereavement etc</p> <p>The mental health lead teacher led an INSET day for all staff in October to explain mental</p>

	<p>health referral processes, share resource boxes she has created and initiated pupil mental health notebooks and class scrapbooks.</p>
Development of Vocabulary Development	<p>Within the rolling programme key vocabulary is a clear element for classroom focus. Children have vocabulary mats for each topic to support their written work.</p> <p>Classroom environments have developed with greater emphasis on supporting vocabulary through quality display.</p> <p>Use of 'widgets' has developed across the school.</p>
Development of Literacy and Numeracy skills	<p>The Maths Subject Lead ran a staff meeting clearly demonstrating the best approaches to using Hamilton Maths – pathway diagrams were shared to illustrate this.</p> <p>Organisation of maths resources was improved allowing children instant access to required resources but ensuring they had a choice of suitable elements to consider.</p> <p>The maths subject lead devised a pattern for staff to present their classroom maths working walls to show the children the key aspects of a unit of work.</p> <p>PUMA (maths) and PIRA (reading) tests are now taken every term. The results are analysed to find where the gaps in learning are and where pupils are in relation to FFT targets.</p> <p>Phonics Bug is now the chosen systematic phonics scheme in the school. Staff have had training in this.</p>