

Summary information					
School	Littleton Green Community School				
Academic Year	2019/20	Total PP budget	£161,040	Date for B1 Review	10/12/19
				Date for Link Governor visit	05/10/19
Total number of pupils	381	Number of pupils eligible for PP	122	Date for B2 Review	27/04/20
				Date for Link Governor visit	30/01/20
				Date for B3 Review	
				Date for Link Governor visit	20/05/20

Summary Data Year 6 2018-2019

Year 6	Total= 53	Number of Pupil Premium=18	Number of non-Pupil Premium= 35
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Progress 18-19

	Progress score (all)	Progress Score (PP)	Progress Score (Non PP)
Reading	0.5	-2.44	2.09
Writing	3.00	2.98	3.01
Maths	3.13	2.85	3.27

Attainment 18-19

	Achieved Age Related Expectations+ (%)				Exceeded Age Related Expectations (%)			
	All	Pupil Premium	Non Pupil Premium	National Average	All	Pupil Premium	Non Pupil Premium	National Average
Reading	53	39	63	79	21	0	31	26
Writing	85	72	91	78	9	6	11	20
SPAG	91	78	97	78	55	50	57	20
Maths	92	83	97	79	13	6	17	24

3 Year Progress PP children

	2017	2018	2019
Reading	3.8	3.9	-2.44
Writing	2.5	2.3	2.98
Maths	3.1	3.6	2.85

Planned Expenditure, Actions, and Reviews 2019-2020

Identified Barriers in 2019-2020		Type
A	Communication, Language and Literacy in the Early Years and KS1	Academic
B	Disadvantaged pupils' achievement lower than national average in some subjects.	
C	Persistent absence rate above national average for disadvantaged children in the school	Additional
D	Increased social and emotional needs for some disadvantaged children. This includes limited opportunity for enrichment activities outside school. This limits life experiences and their ability to relate to first hand experiences when accessing the curriculum.	

A. Communication. Language and literacy in the Early Years and KS1

Why is this an identified barrier? School performance for pupil premium children went up by 13 % in 18-19 since the introduction of RWI throughout reception and year 1 at LGCS, supplemented by a targeted program for improving speech and language. This continues to be a focus for the school. This is backed up by EEF research, which indicates that appropriate early years intervention can produce + 5-month progress.

Target =83%	2018	2019
ALL	79%	89%
PP	75%	88%

How we intend to overcome the barrier	Our measure of success	Type	Lead	Budget
Speech and Language program to be delivered to all disadvantaged children in EYFS requiring speech and language (5 hrs per week) (EEF T and L Toolkit Oral Language Interventions + 5 months impact)	The number of PP children who pass the phonics test is in line with national average for non pp children	Targeted support	GD	£2,240
			Total	£2,240

Block 1	Block 2	Block 3
<p><u>Implementation: Which deliberate actions will be taken to achieve this target? (with Notes)</u></p> <p>1) GD to audit all requests from teachers</p> <p>2) GD to meet S and L lead and agree program</p> <p>3) GD to deliver appropriate one to one and small group intervention</p> <p>4) GD to review impact at end of b 1a and Block 1b</p>	<p><u>Implementation: Which deliberate actions will be taken to achieve this target? (with Notes)</u></p> <p>1) GD to continue to provide interventions ass directed by Speech and Language team.</p>	<p><u>Implementation: Which deliberate actions will be taken to achieve this target? (with Notes)</u></p> <p>1)</p>

End of Block 1 Review	End of Block 2 Review	End of Block 3 Review
Date of Review: 10.12.19	Date of Review: 27/04/20	Date of Review:
Attendees: GD DB	Attendees: DB LS	Attendees:
<u>Strengths</u> 1) GD support years 1,2 and 3	<u>Strengths</u> 1)	<u>Strengths</u> 1)

2) SW additional funding used to train SD for eyfs support allowing earlier recognition of need		
<u>Areas to develop</u> 1) Ring-fence support 2) Ensure all children are on educator tracking grids to monitor impact at b2 in improved reading scores	<u>Areas to develop</u> 1) Program was in place	<u>Areas to develop</u> 1)

B. Disadvantaged pupils' achievement lower than national average in some subject in some subjects.

Why is this a target area? Strategies to diminish the difference for pp children were partially successful in 2018-2019. Year groups still lag behind the national average for all children though in some year groups... EEF research indicates that quality feedback (+8 months), reading comprehension strategies (+6months) and small group tuition (+4 months) can all have positive impact so resources are to be directed into these areas.

	Y1	Y2	Y3	Y4	Y5
Maths ARE+ 18-19 (Nat. average=79)	88	68	93	67	55
Reading ARE+ 18-19 (Nat. average=73)	80	73	64	57	56

How we intend to overcome the barrier	Our measure of success	Type	Lead	Budget
Two assistants principals will be used to provide in class support for all teachers (2.5 hours a day, x 4 per week = 0.4)	The number of PP children who achieve age related expectations and greater depth is in line with national average for non pp children in core subjects	Teaching	EK/SA	£38,543
Learning Support Assistants to be used to complete targeted support/ interventions for children for maths, reading and phonics 1 hour per day 5x a week in class targeted support 30mins per day 4x a week mop up sessions .(0.2 of their timetable)		Targeted support	DB	£47,017
Maths: Power Maths purchased and used in all classes		Teaching	RC	£6,547
Writing: RWI Spelling purchased and used in all classes		Teaching		£335
Reading: Increase status of school library. Fund 2-school librarian at school and purchase additional books based on reading habits of pp children. (EEF Toolkit- Reading Comprehension Strategies + 5 months)		Targeted support	SS/LR	£13,935
		Total		£106,377

Block 1	Block 2	Block 3
<p>Implementation: Which deliberate actions will be taken to achieve this target? (with Notes)</p> <p>Assistant Principals</p> <ol style="list-style-type: none"> SA/EK to create and agree success criteria for support SA/EK to complete appropriate support levels in class SA/EK to complete exit survey with staff member at the end of the support DB to meet subject leads and sit once a block to review priority areas 	<p>Implementation: Which deliberate actions will be taken to achieve this target? (with Notes)</p> <p>Assistant Principals</p> <ol style="list-style-type: none"> EK to lead moderation cross the mat of standards and feedback to subject leads <p>LSAs</p> <ol style="list-style-type: none"> Learning walk to be completed by reading, writing and maths subject leads and SENDCo to ensure 	<p>Implementation: Which deliberate actions will be taken to achieve this target? (with Notes)</p> <p>During Lockdown:</p> <ol style="list-style-type: none"> Children to receive daily lessons poste on line or in school fi attending Children to receive a weekly welfare check from teacher PP children to receive afl food bag weekly

<p><u>LSAs</u></p> <ol style="list-style-type: none"> 1. LSA timetable for mop up to be ring-fenced by LS 2. WAGOLL training to be completed by subject leads in September. Maths- mop ups Reading- fluency checks. Training to take place Nov 05.11.19 3. Learning walk to be completed by reading and maths subject leads and SENDCo in B1b to ensure interventions and wagoll are being followed. 4. All LSAs and teachers to be retrained in Teacher/ TA contract. DB to complete audit to ensure it is taking place. <p><u>Librarian</u></p> <ol style="list-style-type: none"> 1. Timetable ring fenced by LS to ensure in library at all times 2. Reading lead to train librarians in linking zpd to children's needs in September <p><u>Schemes</u></p> <ol style="list-style-type: none"> 1. Staff to complete training on implementation in maths and spelling 2. Subject Lead complete audit of provision (see subject lead action plans) once a block 3. Subject Lead to meet Link Governor to review impact 	<p>interventions and wagoll are being followed. Not completed due to lockdown</p> <ol style="list-style-type: none"> 2. All pp children to be identified on tracking grid and support ring-fenced <p>All LSAs and teachers to be retrained in Teacher/ TA contract.</p> <ol style="list-style-type: none"> 1. DB to complete audit to ensure it is taking place. <p><u>Schemes</u></p> <ol style="list-style-type: none"> 1. New Language and literacy scheme to be introduced for reading and writing 2. Subject Lead to meet Link Governor to review impact 3. Subject Leads to support all staff in achieving rap objectives 	<ol style="list-style-type: none"> 4. All information to be collated by DB and discussed at SLT 5. Apply for laptops for lac/ vulnerable children <p>Post Lockdown planning:</p> <ol style="list-style-type: none"> 1) Appoint phase leads from September who can support phase leader 2) Subject Leaders to action plan gaps and present to link governor/ slt 3) Learning walk to be completed by reading, writing and maths subject leads and SENDCo to ensure interventions and wagoll are being followed
<u>Evidence</u>	<u>Evidence</u>	<u>Evidence</u>

End of Block 1 Review	End of Block 2 Review	End of Block 3 Review
Date of Review:10.12.19	Date of Review: 27/04/20	Date of Review:
Attendees: RC DB AH	Attendees: DB LS	Attendees:
<p><u>Strengths</u></p> <ol style="list-style-type: none"> 1) Target children identified at end of block 1 review 2) All children use library at least weekly 3) New maths and spelling scheme fully in place 	<p><u>Strengths</u></p> <ol style="list-style-type: none"> 1) New English scheme in place 2) School has adapted provision during lockdown and ensure that children are still receiving an education 3) Before lockdown, subject leader were working in class to support gaps identified in rap meetings 	<p><u>Strengths</u></p> <ol style="list-style-type: none"> 1)
<p><u>Areas to develop</u></p> <ol style="list-style-type: none"> 1) Tracking of intervention will be monitored closely by new SENDCo 2) Introduce new English scheme to develop more consistent approach to the teaching of reading and writing throughout the school 	<p><u>Areas to develop</u></p> <ol style="list-style-type: none"> 1) Tracking of intervention will be monitored closely by new SENDCo 	<p><u>Areas to develop</u></p> <ol style="list-style-type: none"> 1)

3) Subject leaders to take over in class support		
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C. Persistent absence rate above national average for disadvantaged children in the school

Why is this a target area?

Attendance of pupil premium children in LGCS in 18-19 still lagged behind the national average. In addition, the attendance of other. Strategies to improve attendance have been partially successful. This strategy is to be expended in 19-20 with the introduction of the new attendance policy, which will increase the intervention from class teachers before the attendance officer becomes involved.

End of B3	Pupil Premium		Other		
1	8	94.25	44	95.04	-0.79
2	22	94.58	35	96.44	-1.86
3	14	93.07	40	95.25	-2.18
4	15	93.27	41	94.11	-0.84
5	24	93.21	23	96.55	-3.34
6	18	95.90	35	96.08	-0.18
y1+	101	94.06	218	95.45	-1.63

How we intend to overcome the barrier	Our measure of success	Type	Lead	Budget
Member of staff employed to contact families with poor attendance and liaise with the EWO.	Pupil Premium attendance for each cohort is above 95%	Wider strategies	TA	£2,328
Family Support Worker to work alongside and carry out first day home visits for persistent absentees.				
		Total		£2,328

<u>Block 1</u>	<u>Block 2</u>	<u>Block 3</u>
<p>Implementation: Which deliberate actions will be taken to achieve this target? (with Notes)</p> <ul style="list-style-type: none"> KJ/PK to meet weekly to ensure that all follow up phone calls and meetings are taking place Meeting with DB held weekly to ensure sections are being followed and that there is positive impact Policy approved by LAC 	<p>Implementation: Which deliberate actions will be taken to achieve this target? (with Notes)</p> <ol style="list-style-type: none"> New Policy used by staff DB/LS to complete spot checks of all sections of the policy to check that staff understand and are able to follow it fortnightly KJ/PK to meet fortnightly to ensure that all follow up phone calls and meetings are taking place Meeting with DB held fortnightly to ensure sections are being followed and that there is positive impact <p>NOTE: Attendance figure swill be affected by parents not sending their children to school in the build up to lockdown</p>	<p>Implementation: Which deliberate actions will be taken to achieve this target? (with Notes)</p> <p>During Lockdown</p> <ol style="list-style-type: none"> Ensure all children, with persistent absentees before, receive a weekly phone call from class teacher to check on welfare DB to collate information and forward information to social services if child with poor attendance is found not to be engaging in learning at home Encourage all vulnerable pp children to attend school during lockdown SA to track home learning to monitor if all children are engaging whilst off school Complete home visits to ensure children are safe. Completed during food drops. Staff currently deliver over 80 food parcels weekly <p>Post Lockdown</p>

		1. DB/LS to complete spot checks of all sections of the policy to check that staff understand and are able to follow it fortnightly 2. KJ/PK to meet weekly to ensure that all follow up phone calls and meetings are taking place																																																																																	
Evidence End of B1 <table border="1"> <thead> <tr> <th></th> <th>all</th> <th>pp</th> <th>other</th> <th></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>95.74%</td> <td>93.77%</td> <td>96.23%</td> <td>-2.46</td> </tr> <tr> <td>2</td> <td>96.58%</td> <td>96.29%</td> <td>96.64%</td> <td>-0.35</td> </tr> <tr> <td>3</td> <td>96.08%</td> <td>94.74%</td> <td>96.91%</td> <td>-2.17</td> </tr> <tr> <td>4</td> <td>95.59%</td> <td>91.63%</td> <td>96.82%</td> <td>-5.19</td> </tr> <tr> <td>5</td> <td>93.79%</td> <td>97.46%</td> <td>92.23%</td> <td>5.23</td> </tr> <tr> <td>6</td> <td>93.44%</td> <td>91.06%</td> <td>95.92%</td> <td>-4.86</td> </tr> <tr> <td>Y1+</td> <td>95.24%</td> <td>93.96%</td> <td>95.79%</td> <td>-1.83</td> </tr> </tbody> </table>			all	pp	other		1	95.74%	93.77%	96.23%	-2.46	2	96.58%	96.29%	96.64%	-0.35	3	96.08%	94.74%	96.91%	-2.17	4	95.59%	91.63%	96.82%	-5.19	5	93.79%	97.46%	92.23%	5.23	6	93.44%	91.06%	95.92%	-4.86	Y1+	95.24%	93.96%	95.79%	-1.83	Evidence End of block 2 <table border="1"> <thead> <tr> <th></th> <th>all</th> <th>pp</th> <th>other</th> <th></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>94.29</td> <td>93.03</td> <td>94.59</td> <td>-1.56</td> </tr> <tr> <td>2</td> <td>95.75</td> <td>94.54</td> <td>96.04</td> <td>-1.5</td> </tr> <tr> <td>3</td> <td>95.64</td> <td>94.46</td> <td>96.41</td> <td>-1.95</td> </tr> <tr> <td>4</td> <td>95.68</td> <td>92.05</td> <td>96.84</td> <td>-4.79</td> </tr> <tr> <td>5</td> <td>94.52</td> <td>95.50</td> <td>94.13</td> <td>+1.37</td> </tr> <tr> <td>6</td> <td>93.98</td> <td>92.28</td> <td>95.75</td> <td>-3.47</td> </tr> <tr> <td>Y1+</td> <td>94.99</td> <td>93.62</td> <td>95.57</td> <td>-1.95</td> </tr> </tbody> </table>		all	pp	other		1	94.29	93.03	94.59	-1.56	2	95.75	94.54	96.04	-1.5	3	95.64	94.46	96.41	-1.95	4	95.68	92.05	96.84	-4.79	5	94.52	95.50	94.13	+1.37	6	93.98	92.28	95.75	-3.47	Y1+	94.99	93.62	95.57	-1.95	Evidence
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End of Block 1 Review	End of Block 2 Review	End of Block 3 Review
Date of Review: 10.12.19	Date of Review: 27/04/20	Date of Review:
Attendees: DB KJ PK	Attendees: DB LS	Attendees:
<u>Strengths</u> 1) New policy approved by LAC 2) PP children with poor attendance identified and supported by KJ and PK 3) KJ and PK meet weekly with DB to discuss children with persistent absenteeism	<u>Strengths</u> 1) New policy was used by staff 2) Difference between pp and other is diminishing in most year groups.	<u>Strengths</u> 1)
<u>Areas to develop</u> 1) Policy needs to be introduced and delivered by staff	<u>Areas to develop</u> 1) This are must be high focus after lockdown 2) The welfare of children who are not in school must be closely tracked during lockdown 3) Policy to relaunch once school reopens	<u>Areas to develop</u> 1)

D. Increased social and emotional needs for some disadvantaged children

<u>Why is this a target area?</u> EEF research identifies link between quality interventions and improved academic performance. <ul style="list-style-type: none"> Behaviour Interventions – +3-month impact. This works best when interventions are tailored to individuals, hence the actions below Extending school time- +2-month impact Outdoor Adventure Learning- +4 month impact

How we intend to overcome the barrier	Our measure of success	Type	Lead	Budget
Free breakfast club to be provided for all children who require it.	At least 120 disadvantaged children attend free breakfast club by end of academic year (81 at end of 18-19)	Wider strategies	GD	£5,000
Behaviour Support Worker commissioned to work with vulnerable children one day a week (EEF Toolkit Social and Emotional Learning= +4months impact)	Pupil wellbeing questionnaires identify that over 90% of children at the school feel safe, seen, soothed and secure	Wider strategies	SA	£7,125

Pastoral support worker appointed to work beside Behaviour Consultant, implement strategies, and support programs with target children. (EEF Toolkit Social and Emotional Learning= +4months impact)			£2,328	
A member of staff employed do that children in years 1-4 to attend forest schools (JS wage 15hrs per week)		Wider strategies	JS	£8,631
Commando Joes introduced throughout school to promote Purple values		Teaching	SA	£12,745
Funding provided to subsidise the cost of trips in all year groups	All children participate in at least one off site educational experience annually and at least three enrichment activities	Wider strategies	SC	£5,000
20% of the two minibus drivers' wage (EEF Toolkit Outdoor and Adventure Learning + 4 months impact)				£9,328
		Total		£50,148

Block 1	Block 2	Block 3
<p><u>Implementation: Which deliberate actions will be taken to achieve this target? (with Notes)</u></p> <p><u>Breakfast Club</u> 1. Breakfast club to be run from 8.25 - 8.40. Target of maintaining figures from 2018-2019 -103 children by end of block Year 1: 7 Year 2: 9 Year 3: 14 Year 4: 10 Year 5: 15 Year 6: 21 2. Provision advertised in newsletter and website at least twice a block 3. Register taken in week 4 of block 1b to ascertain attendance amongst disadvantaged and other. 1. Walking Bus to be provided for all children daily.</p> <p><u>Behaviour Support</u> 1. SB to be commissioned once a week to work with children with complex behaviour needs 2. SB/PK to research system to replace Boxalls enabling measure of success to reflect the program 3. PK to shadow SB weekly and ensure all staff receive updates to enable consistent approach at staff meetings 4. PK to continue to work with social groups and identify needs weekly in structured interventions and monitor progress/ wellbeing of attendees 5. EK to measure impact</p> <p><u>Forest Schools/ Commando Joes</u> 1. All staff to receive three hour inset on Commando Joes</p>	<p><u>Implementation: Which deliberate actions will be taken to achieve this target? (with Notes)</u></p> <p><u>Breakfast Club</u> 1. Celebrate monthly on class dojo 2. Promote on newsletter 3. All lac and cp children to be offered a place</p> <p><u>Behaviour Support</u> 1) PK to continue for four target children. It will take place once a week for 20 minutes with PK. 2) PK to investigate whether all lac children and children on CP plans require this level of support. 3) Staff meeting slot weekly for 10 minutes in which EK/PK deliver light-bite training using case studies of children at the school. 4) Inset day held to ensure all new staff are fully aware of pubis and impact on vulnerable children</p> <p><u>Minibus</u> 1. SP/PW to be timetabled to support 2. SC to track minibus usage and ensure all year groups make use of it. Focus on years one and 2 as trips have taken place but minibus has not yet been used. 3. Promote use of minibus to support pupil premium children in other schools</p>	<p><u>Implementation: Which deliberate actions will be taken to achieve this target? (with Notes)</u></p> <p><u>During Lockdown</u></p> <p><u>Breakfast Club</u> 1. Continue to offer free breakfast for all children attending</p> <p><u>Behaviour Support</u> 1. MS to complete online behaviour support training for all new members of staff and those needing refreshers 2. Weekly welfare checks to be completed by teaching staff. Places to be offered for all vulnerable children</p> <p><u>Forest Schools/ Commando Joes</u> 1. Continue to operate for all children attending school during lockdown to promote wellbeing. 2. Extend and offer Progressive Sports PEE lessons. These have both been running throughout lockdown. All children attending have access at least 2x a week</p> <p><u>Post Lockdown-</u> see areas to develop block 1 for actions</p>

<p>2. JS to be timetabled to deliver forest school years 1-4</p> <p>3. Commando Joes to be delivered to all year 5 and 6 children weekly.</p> <p>Forest Schools to year s1-4 in blocks</p> <p>4. Impact on academic performance and wellbeing monitored at end of block 1</p> <p><u>Minibus</u></p> <p>1. All staff to identify trips and report to SC in office</p> <p>2. SC to book up trips and track use for pp children.</p> <p>3. SP/PW to be timetabled to support</p> <p>4. SC to track minibus usage and ensure all year groups use it.</p>		
<u>Evidence</u>	<u>Evidence</u>	<u>Evidence</u>

End of Block 1 Review	End of Block 2 Review	End of Block 3 Review
Date of Review: 10.12.19	Date of Review: 27/04/20	Date of Review:
Attendees: DB PK EK	Attendees: DB LS	Attendees:
<p><u>Strengths</u></p> <p>1) Breakfast club attendance over 80 daily</p> <p>2) Minibus used for 30 events since start of academic year by reception, year 1, years 3-6</p> <p>3) All children in years 3-6 attend commando joes</p> <p>4) All children in years 1-4 attend forest schools</p> <p>5) Positive play used to support 4 pp children. They have all made progress and have achieved more targets.</p> <p>6) Number of pp children requiring additional support and programs has reduced from 11 to 5.</p>	<p><u>Strengths</u></p> <p>1) Breakfast club attendance over 80 daily before lockdown</p> <p>2) Minibus used for 30 events since start of academic year by reception, year 1, years 3-6</p> <p>3) All children in years 3-6 attend commando joes</p> <p>4) All children in years 1-4 attend forest schools</p> <p>5) Positive play used to support 4 pp children. They have all made progress and have achieved more targets.</p> <p>6) All children requiring behaviour support have bene observed by Stavian</p>	<p><u>Strengths</u></p> <p>1)</p>
<p><u>Areas to develop</u></p> <p>1) SC to meet years 1 and 2 to ascertain whether minibus is needed</p> <p>2) Create a sequenced program of provisions in forest schools</p> <p>3) Breakfast club numbers have dropped. Promote next term</p> <p>4) Behaviour support to broaden and all children on c in n plan / lac to be audited.</p> <p>5) Track impact of Forest schools on emotional and wellbeing (being PURPLE)</p> <p>6) Ensure all staff are consistent in their use of language and PBIS.</p>	<p><u>Areas to develop</u></p> <p>See Block 1. Limited progress in this are due to Covid 19 planning</p>	<p><u>Areas to develop</u></p> <p>1)</p>