

<b>Littleton Green Community School</b>			
<b>Academic Year 2020-2021</b>			
<b>Total PP Budget</b>	<b>£156, 020</b>	<b>Total planned spend</b>	<b>£156,344</b>
<b>Total Recovery Curriculum Budget:</b>	<b>£30, 960</b>	<b>Total planned spend</b>	<b>£31,395</b>

<b>Initial plan Checked by Link Governor Date:</b>	<b>Date for B1 Review:</b>	<b>Date for B2 Review:</b>	<b>Date for B3 Review:</b>
<b>22.10.20</b>	<b>Date for Link Governor visit:</b>	<b>Date for Link Governor visit:</b>	<b>Date for Link Governor visit:</b>

### School Profile (September 2020)

Year	Pupils	Pupil Premium			
		Y		N	
<b>N1</b>	<b>44</b>	2	5%	42	95%
<b>N2</b>	<b>42</b>	8	19%	34	81%
<b>R</b>	<b>60</b>	14	23%	46	77%
<b>1</b>	<b>47</b>	8	17%	39	83%
<b>2</b>	<b>59</b>	15	25%	44	75%
<b>3</b>	<b>56</b>	9	16%	47	84%
<b>4</b>	<b>53</b>	22	42%	31	58%
<b>5</b>	<b>58</b>	18	31%	40	69%
<b>6</b>	<b>54</b>	18	33%	36	67%
<b>Total</b>	<b>473</b>	<b>114</b>	<b>24%</b>	<b>359</b>	<b>76%</b>
<b>Y1+</b>	<b>327</b>	<b>90</b>	<b>28%</b>	<b>237</b>	<b>72%</b>

### Summary Data: Progress 18-19 (not externally validated in 19-20 due to Covid 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 (not measured in 19-20 due to Covid 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

### Year Progress PP children (not measured in 19-20 due to Covid 19)

	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 2020-2021**

<b><u>Identified Barriers in 2020-2021</u></b>		Type
A	Communication, Language and Literacy in the Early Years and KS1	Academic
B	Disadvantaged pupils' achievement lower than national average in some subjects. This has been increased due to Covid 19	
C	Attendance of some pupil premium children below 96%	Additional
D	Increased social and emotional needs for some disadvantaged children which have increased due to Covid 19 restrictions.	

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

**Why is this an identified barrier?** Although an education has been provided for all children there will be a need for intensive support for children who are in need of additional speech and language support

<b><u>Target =83%</u></b>	<b><u>2018</u></b>	<b><u>2019</u></b>
ALL	79%	89%
PP	75%	88%

**Pupil Premium Funding**

<b><u>How we intend to overcome the barrier</u></b>	<b><u>Our measure of success</u></b>	<b><u>Type</u></b>	<b><u>Lead</u></b>	<b><u>Breakdown</u></b>	<b><u>Budget</u></b>
Speech and Language program to be delivered to all disadvantaged children in EYFS and kS1 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	WR	2 Learning support Assistants to deliver Speech and Language 4 x a week	£8734
<b>Total</b>					<b>£8734</b>

Date of Review: 04.01.21	Date of Review:	Date of Review:
Attendees: DB LS	Attendees:	Attendees:
<u>Strengths</u> 1)	<u>Strengths</u> 1)	<u>Strengths</u> 1)
<u>Areas to develop</u> 1) Limited impact	<u>Areas to develop</u> 1)	<u>Areas to develop</u> 1)

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

**Why is this a target area?** Children last completed a full year of school based education in 2018-2019. There is therefore a need to provide intensive support to some children to diminish the difference. Evidence: 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.

How we intend to overcome the barrier	Our measure of success	Type	Lead	Breakdown	Budget
Learning Support Assistants to be used to complete targeted support/ interventions for children for maths, reading and phonics	Children achieve age related targets by the end of the academic year.	Targeted support	DB	19 Learning Support Assistants 2 hour per day 5x a week in class targeted support	£ 87738
Maths: Power Maths purchased and used in all classes		Teaching	RC		£2100
Wider Curriculum: Cornerstones purchased and used in all classes		Teaching	EK		£2613
EYFS: tapestry purchased to enable more targeted tracking of children's strengths and arras to develop		Teaching	EK		£334
Reading: Increase status of school library. Fund 2-school librarians at school and purchase additional books based on reading habits of pp children. (EEF Toolkit- Reading Comprehension Strategies + 5 months)		Targeted support	SS/LR	Cost of a librarian. 5 morning per week – 3 hours a day  Cost of librarian 4 afternoons a week – 2 hours a day	£11574
<b>Total</b>					<b>£104,400</b>

Impact

Baseline 20-21							Number of children on track to be at least ARE						
							%	PS	N	R			
N.A. GLD (72)							100	25	53				
Baseline completed Sep 2020							P	0	-8	+6			
Maths	Y1	Y2	Y3	Y4	Y5	Y6	Maths	Y1	Y2	Y3	Y4	Y5	Y6
ARE+(79)	33	11	32	11	22		ARE+(79)	47	63	53	50	50	
Reading	Y1	Y2	Y3	Y4	Y5	Y6	P	36	31	42	28		
ARE+(73)	13	0	23	22	28		Reading	Y1	Y2	Y3	Y4	Y5	Y6
SPAG	Y1	Y2	Y3	Y4	Y5	Y6	ARE+(73)	53	54	20	33	28	
ARE+(78)	33	11	28	22	22		P	53	31	-2	5		
Baseline assessment September 20							SPAG	Y1	Y2	Y3	Y4	Y5	Y6
							ARE+(78)	40	73	50	44	17	
							P	29	62	28	22		

Date of Review: 04.01.21	Date of Review:	Date of Review:
Attendees: DB LS	Attendees:	Attendees:
<u>Strengths</u> 1) Year groups have made limited good progress in almost all areas	<u>Strengths</u> 1)	<u>Strengths</u> 1)
<u>Areas to develop</u> 1) Mixed profile of progress. Actions put in place at RAP meetings to address gaps. In particular reading at upper end of school	<u>Areas to develop</u> 1)	<u>Areas to develop</u> 1)

### C. Attendance of some pupil premium children below 96%

#### Why is this a target area?

Attendance of pupil premium children in LGCS in 19-20 still lagged behind 96% (before lockdown). Please note when figures were calculated some children had already begun their lockdown voluntarily.

#### Evidence End of block 2 2019-2020

	all	Pp	Other	Gap pp and 96%
1	94.29	93.03	94.59	-2.97
2	95.75	94.54	96.04	1.46
3	95.64	94.46	96.41	1.54
4	95.68	92.05	96.84	-3.95
5	94.52	95.50	94.13	-0.5
6	93.98	92.28	95.75	-3.72
Y1+	<b>94.99</b>	<b>93.62</b>	<b>95.57</b>	<b>-2.38</b>

How we intend to overcome the barrier	Our measure of success	Type	Lead	Breakdown	Budget
2020-2021 Attendance policy adopted across school	Pupil Premium attendance for each cohort is above 96%	Wider strategies	SA/KJ	Time needed at staff meetings	n/a
Member of staff employed to contact families with poor attendance and liaise with the EWO and Assistant Principal				Attendance Officer 1 hour per day 5 days per week	£5125
Assistant Principal to meet with attendance officer and families to support attendance related issues weekly				Cost of AP and Attendance officer	£1451
				<b>Total</b>	<b>£6,576</b>

#### Impact:

	all	Pp	Other	Gap pp and 96%
1	94.41	92.41	94.87	3.59
2	96.88	95.51	97.34	0.49
3	95.88	95.71	95.92	0.29
4	97.38	96.43	98.05	-1.43
5	94.72	94.57	94.78	-1.03
6	95.03	94.28	95.40	-1.72
Y1+	<b>95.74</b>	<b>95.02</b>	<b>96.02</b>	<b>-0.98</b>

Date of Review: 04.01..21	Date of Review:	Date of Review:
Attendees: DB LS	Attendees:	Attendees:
<u>Strengths</u> 1) School on track. 2) % of pp children attending increased since last collection point 3) Attendance policy in place and staff working n it	<u>Strengths</u> 1)	<u>Strengths</u> 1)
<u>Areas to develop</u> 1) Pinpoint persistent absentees	<u>Areas to develop</u> 1)	<u>Areas to develop</u> 1)

#### **D. Increased social and emotional needs for some disadvantaged children**

##### **Why is this a target area?**

EEF research identifies link between quality interventions and improved academic performance. This is particularly relevant this year due to Covid 19 restrictions.

- 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

<b>How we intend to overcome the barrier</b>	<b>Our measure of success</b>	<b>Type</b>	<b>Lead</b>	<b>Breakdown</b>	<b>Budget</b>
Free toast to be provided for all children who require it.	All pp children receive free toast if they require it.	Wider strategies	<b>TB</b>	Kitchen staff 1 hour a day 5 days a week	£2000
Lunchtime Supervisors will complete additional hours. This will mean that all playground activities will be led by a Learning Support assistant. Pp children will be targeted for positive play	Pupil wellbeing questionnaires identify that over 90% of children at the school feel safe, seen, soothed and secure	Wider strategies	<b>LS</b>	Cost of 30 mins extra per day for each lunchtime supervisor	£6669
Behaviour Support Worker commissioned to work with vulnerable children one day a week (EEF Toolkit Social and Emotional Learning= +4months impact)		Wider strategies	<b>SA</b>	Stavian commissioned to work with targeted disadvantaged children weekly	£4500
Commando Joes introduced throughout school to promote Purple values		Teaching	<b>EK</b>	Cost of training and scheme	£10321
20% of the two minibus drivers' wage (EEF Toolkit Outdoor and Adventure Learning + 4 months impact)		Wider strategies	<b>SC</b>		£13138
				<b>Total</b>	<b>£36634</b>

Date of Review: 04.01.21	Date of Review:	Date of Review:
Attendees: DB/LS	Attendees:	Attendees:
<u>Strengths</u> 1) .All actions in place	<u>Strengths</u> 1)	<u>Strengths</u> 1)
<u>Areas to develop</u> 1) Need to measure lasting impact	<u>Areas to develop</u> 1)	<u>Areas to develop</u> 1)

#### Appendix 1: Recovery Curriculum Funding

The school will also allocate Recovery Curriculum Funding to support the following areas. Precise funding has yet to be confirmed, but it will be allocated in the following areas.

<u>Identified Barriers in 2020-2021</u>		Type
B	Disadvantaged pupils' achievement lower than national average in some subjects. This has been increased due to Covid 19	Academic
D	Increased social and emotional needs for some disadvantaged children which have increased due to Covid 19 restrictions.	Additional

How we intend to overcome the barrier	Our measure of success	Type	Lead	Breakdown	Budget
Learning Support Assistants to be used to run a homework club for 2 hours once a week	Children who attend the homework club achieve age related expectations or diminish the difference	Targeted support	DB	20 Learning Support Assistants 2 hours once a week	£17,970
A member of staff employed so that children in years 1-4 to attend forest schools	Pupil wellbeing questionnaires identify that over 90% of children at the school feel safe, seen, soothed and secure	Wider strategies	JS	Member of staff to run Forest schools run 2 afternoons a week	£2025
Funding provided to subsidise the cost of trips in all year groups. This target is flexible. If Covid 19 restrictions are not lifted, funding will be used to support cost of new minibus )	All children participate in at least one off site educational experience annually and at least three enrichment activities	Wider strategies	SC	£1500 per year group from nursery upwards	£12,000
				<b>Total</b>	<b>£29,970</b>

Date of Review: 04.01.21	Date of Review:	Date of Review:
Attendees: DB LS	Attendees:	Attendees:
<u>Strengths</u> 1) .Homework club in use and all pp children can attend	<u>Strengths</u> 1)	<u>Strengths</u> 1)
<u>Areas to develop</u> 1) Promote for pp children who are not completing homework.	<u>Areas to develop</u> 1)	<u>Areas to develop</u> 1)