

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

Initial plan Checked by Link Governor Date:	Date of B1 Review: 04.01.21	Date for B2 Review: 19.04.21	Date for B3 Review:
Link Governor Visit: 22.10.20	Link Governor visit: 02.03.21	Link Governor visit: 02.03.21	Link Governor visit:

School Profile (September 2020)

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

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

<u>Identified Barriers in 2020-2021</u>		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

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

Pupil Premium Funding

<u>How we intend to overcome the barrier</u>	<u>Our measure of success</u>	<u>Type</u>	<u>Lead</u>	<u>Breakdown</u>	<u>Budget</u>
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
Total					£8734

Date of Review: 04.01.21	Date of Review: 29.03.21	Date of Review: 14.07.21
Attendees: DB LS	Attendees: DB LS	Attendees: DB LS
<u>Strengths</u> 1)	<u>Strengths</u> 1)	<u>Strengths</u> 1) Children targeted and completed. 805 of disadvantaged children at age related for CAL by end of year
<u>Areas to develop</u> 1) Limited impact	<u>Areas to develop</u> 1) Limited impact. High intensity now children are back. Target early years	<u>Areas to develop</u> 1) Ensure tracking system is more robust and identifies children more quickly. Appoint a new SENDCo for EYFs to target this

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
				Total	£104,400

Impact

Baseline 20-21 completed after first lockdown				Number of children at least borderline expected			
Maths	R	Y2	Y6	Maths	R	Y2	Y6
ARE+(79)	72	11	10	ARE+(79)	77	86	74
				Progress		75	64
Reading	R	Y2	Y6	Reading	R	Y2	Y6
ARE+(73)	74	10	29	ARE+(73)	75	70	79
				Progress	1	60	50
SPAG/ writing	R	Y2	Y6	SPAG	R	Y2	Y6
ARE+(78)	70	11	20	ARE+(78)	73	78	63
				Progress		67	43

Date of Review: 04.01.21	Date of Review: 29.03.21	Date of Review: 15.07.21
Attendees: DB LS	Attendees: DB LS	Attendees: Db LS
<u>Strengths</u> 1) Year groups have made limited good progress in almost all areas	<u>Strengths</u> 1) Awaiting final data but progress good in all areas	<u>Strengths</u> 1) Excellent progress over the year since baseline in years 2 and 6
<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) Target LSA support. For example reintroduce weekly LSA meetings,	<u>Areas to develop</u> 1) Focus on increasing number of disadvantaged children achieving at least age related by end of 21-22. Focus on increasing number of

	introduce social and emotional tracker	teaching assistants employed by the school, restructure subject leadership and increase leadership time of English/Maths and purchase a new Literacy scheme
--	--	---

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+	94.99	93.62	95.57	-2.38

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
				Total	£6,576

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	+0.43
5	94.72	94.57	94.78	-1.43
6	95.03	94.28	95.40	-1.72
Y1+	95.74	95.02	96.02	-0.98

Date of Review: 04.01..21	Date of Review: n/a COVID	Date of Review:
Attendees: DB LS	Attendees:	Attendees: 15.07.21
Strengths 1) School on track. 2) % of pp children attending increased since last collection point 3) Attendance policy in place and staff working on it	Strengths 1)	Strengths 1) Attendance of disadvantaged children above 95%. Higher than national average attendance nationally

<u>Areas to develop</u> 1) Pinpoint persistent absentees	<u>Areas to develop</u> 1)	<u>Areas to develop</u> 1) Continue with strategy for targeting attendance. Main focus of attendance Officer is persistent absentees which is still above national average.
---	-------------------------------	--

D. Increased social and emotional needs for some disadvantaged children

<p>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.</p> <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	Breakdown	Budget
Free toast to be provided for all children who require it.	All pp children receive free toast if they require it.	Wider strategies	TB	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	LS	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	SA	Stavian commissioned to work with targeted disadvantaged children weekly	£4500
Commando Joes introduced throughout school to promote Purple values		Teaching	EK	Cost of training and scheme	£10321
20% of the two minibus drivers' wage (EEF Toolkit Outdoor and Adventure Learning + 4 months impact)		Wider strategies	SC		£13138
Total					£36634

Date of Review: 04.01.21	Date of Review: 29/04/21	Date of Review: 15.07.21
Attendees: DB/LS	Attendees: DB?LS	Attendees: DB/LS
<u>Strengths</u> 1) .All actions in place	<u>Strengths</u> 1)	<u>Strengths</u> 1) All actions completed despite Covid
<u>Areas to develop</u> 1) Need to measure lasting impact	<u>Areas to develop</u> 1) Not tracked Covid restrictions	<u>Areas to develop</u> 1) Develop and whole school wide Social and Emotional Tracker to add consistency of tracking across

		all interventions. This will make it easier to track impact of interventions. Continue to use these interventions in 2021-2022.
--	--	---

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

<u>How we intend to overcome the barrier</u>	<u>Our measure of success</u>	<u>Type</u>	<u>Lead</u>	<u>Breakdown</u>	<u>Budget</u>
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 purchasing of a new minibus which can be used to ensure children receive a broad and balanced curriculum based on 'wow' moments.	All children participate in at least one off site educational experience annually and at least three enrichment activities	Wider strategies	SC	Cost of minibus	£12,000
Total					£29,970

Date of Review: 04.01.21	Date of Review: 29.04.21	Date of Review: 15.07.21
Attendees: DB LS	Attendees: DB LS	Attendees: DB LS
<u>Strengths</u> 1) Homework club in use and all pp children can attend 2) Forest school expanded to 3 days a week	<u>Strengths</u> 1) Forest school social and emotional tracker	<u>Strengths</u> 1) Children have made excellent progress over the year (see above) 2) All actions completed despite lockdown.
<u>Areas to develop</u> 1) Promote for pp children who are not completing homework.	<u>Areas to develop</u> 1) Complete end of year wellbeing	<u>Areas to develop</u> 1) Measure lasting impact as interventions continue next year