

# Pupil premium strategy statement

Lilycroft Primary School

2020 – 2021



## School overview

Metric	Data
School name	Lilycroft primary
Pupils in school	402
Proportion of disadvantaged pupils	36%
Pupil premium allocation this academic year	192,720
Covid-19 Catch up premium	32160
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	July 2021

## Disadvantaged pupil progress scores for 2019\*

\*There are no results from 2020 due to Covid-19

Measure	Score
Reading	0.3
Writing	0.7
Maths	2.5

Measure	Score
Meeting expected standard at KS2	61.5%
Achieving high standard at KS2	10%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure pupils achieve make accelerated progress so they meet national attainment or above
Priority 2	Ensure quality first teaching in phonics so children reach national standard or above
Barriers to learning these priorities address	Ability to access the wider curriculum and engage with learning in a motivate and active way. The curriculum is cohesive and understand by all staff. assessment is effective and allows all children to make rapid progress
Projected spending	87,160

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Pupils to achieve FFT 50 target	July 2021
Progress in Writing	Pupils to achieve FFT 50 target	July 2021
Progress in Mathematics	Pupils to achieve FFT 50 target	July 2021
Phonics	Children to achieve 80%+ in year 1 and 90%+ in year 2	June 2021
Remote learning	School to ensure equity and consistency of learning when remote learning required	Ongoing until Covid no longer a threat

## Targeted academic support for current academic year

Measure	Activity	Impact
Priority 1	Training for staff ; White Rose Maths Hub, letters and sounds for literacy hub; Power of reading, PENG, JU;MP. Visitors and video conferencing planned to support curriculum. Allocated time for counsellor, Forest School learning, Active Learning and gardening.	Staff training has been widespread and varied to enable staff to fully support the curriculum and its delivery. School has a cohesive curriculum that is understood and delivered by all staff. Assessment is effective and used productively to identify the gaps. PENG award achieved
Priority 2	Training for staff and specific intervention training; NELI for reception staff, PENG for all staff, phonics interventions for KS1, reception and year3. Additional 0.4 teacher for phonics intervention. Release time for NELI intervention, AHT release to organise both interventions	‘Focus’ groups were established and support pupils from disadvantaged backgrounds to make up lost progress from the start of the year. These have been facilitated by Teachers and Specialist TAs. The impact of these sessions has been high and can be evidenced through the pupils’ books and teacher Assessment
Projected spending	97,964	

## Wider strategies for current academic year

Measure	Activity	Impact
Priority 1	Welfare staff in place to target attendance and mental health and provide breakfast at no cost to pupil premium children. Funding used to provide uniform so no child is left out and milk to all pupil premium children to maintain a healthy diet	All disadvantage children received breakfast at school and during bubble closures and 'lockdowns' . All health standards met for food provided. No child went hungry Attendance of disadvantage 89% All children in need accessed qualified counselling throughout the year including lock down
Priority 2	Dedicated intervention team for speech and language support	80% of SALT appointments kept. Targeted activities for children in need given during 'Lockdown'
Barriers to learning these priorities address	Ensure good attendance and access to support to meet each child's individual needs	
Projected spending	39,756	

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Accessing CPD for staff	All inset and staff meetings to be focused on school training priorities
Targeted support	Ensuring consistency in delivery if staff /children affected by Covid	At least 2 people to be trained in each intervention so they can cover. Clear assessment /evaluation documented to allow next steps to be planned and delivered
Wider strategies	Covid 19 disrupting education. Lack of opportunity for prenatal engagement	Social media, learning platforms and texting in place to maintain contact with parents. National and local Guidance to be followed at all times

**Review: last year's aims and outcomes**

**Due to Covid 19 disrupting education in 2020-21 there were no end of year assessments**

**Funding was used to ensure well being and access to learning of PP children before and during covid out break**