

Lantern Lane Primary School  
Pupil Premium Strategy Statement 2020/21

### **Pupil Premium Funding**

The Government has allocated extra funding to schools to support vulnerable children to achieve their very best. This funding, called the pupil premium, is paid directly to the school based on the number of free school meal children currently in the school and in the last six years (Ever 6).

The Department of Education will allocate the following amounts for 2020/21:

- £1,345 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,345 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority
- £2,345 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order

#### Service Premium

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £310 for each eligible pupil.

The PP strategy has a separate section for pupils eligible for Service Premium. At present we have 3 service children on role.

COVID-19 For 2020/21 there will be additional funding for Catch-Up Premium and funding for tutorial programmes. The Catch-Up premium is £80 per pupil; this will be allocated in three tranches to schools from Autumn 2. It is for all pupils, particularly disadvantaged, SEND and vulnerable pupils to receive the catch-up support needed to make substantial progress by the end of the academic year. There is an expectation that all pupils receive a high-quality education, the curriculum remains broad and ambitious. Where needed remote education is high quality and safe and aligns as closely as possible with in-school provision. There needs to be prioritisation within subjects of the most important components for progression. Schools need to consider how all subjects can contribute to the filling of gaps in core knowledge, for example reading. Modification of the curriculum will be needed in the Autumn term. Curriculum planning should be informed by an assessment of pupils' starting points and addressing their learning gaps, making the use of regular formative assessment. There needs to be a coherent plan for returning to their normal curriculum by the end of the summer term.

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**Lantern Lane Pupil Premium Strategic Principles:**

**Whole-school ethos of attainment for all:**

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed and staff adopt a 'solution-focused' approach to overcoming barriers.

Disadvantaged pupils and their families are held in high regard

Leaders, teachers and other adults understand their role within the school's strategy.

**Addressing behaviour and attendance:**

A strong emphasis is placed on developing positive behaviours for learning.

The reasons for behaviour are explored to ensure behaviour management strategies are effective for pupils that need support.

Attendance is closely monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

**Quality First Teaching:**

The school places a strong emphasis on ensuring all disadvantaged pupils receive quality first teaching; responsive on-going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Teachers are committed to successfully engage with the disadvantaged pupils who may need additional support to thrive.

Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.

Interventions are additional to the entitlement to quality first teaching; class teachers retain accountability for pupil achievement.

**Meeting individual learning needs**

There is a strong understanding of the barriers to learning and how these barriers present in school.

Extensive knowledge of the children is used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can further their learning to enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented.

**Data-informed:**

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The progress of disadvantaged pupils is discussed at Data Support Meetings and at key assessment points. Actions are identified, implemented and regularly reviewed within each assessment phase.

**Clear, responsive leadership**

A Strategy Group, which includes leadership and a governor, review the effectiveness of strategies at the end of each assessment point.

Self-evaluation is rigorous and honest.

The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

**Deploying staff effectively**

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement at all levels of attainment.

Outside agencies fully utilised e.g., healthy families.

<b>Pupil Premium Strategy Group</b>	
<b>Team Member:</b>	<b>Role:</b>
Jane Butler	Head Teacher
Nuala Thompson	Deputy Head Teacher, SENCo, Pastoral Lead
Paula Hancock	Assistant Head Teacher, Assessment co-ordinator, Curriculum Lead
Jen Bewlex -Allen	Pupil Premium Governor
<b>Review dates for academic year:</b>	Dec 2020, April 2021, July 2021
<b>Lantern Lane Current Profile</b>	

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Academic year	2020/21	Number of pupils eligible for PP	61	Breakdown of PP pupils (funded)		
NoR	438 (including F1)	Total PP Budget	£82,045	FSM/Ever 6	Service	LAC
Date of Statement	Sept 2020	Review Date (s)	April 21 and July 21	61	5	3
Catch Up Premium:	Tranche 1&2 £46.67/pupil Tranche 3 £33.33/pupil					

**PPG Data (based on KS2 SATs result as the final summative point):**

KS2 Current Attainment - Based on 2019 Results	Pupils eligible for PP School data [9 children]	Pupils not eligible for PP School data [38 children]
<b>Attainment at M+</b>		
Reading	44%	74%
Writing	67%	84%
Maths	56%	79%
EGPS	33%	87%
<b>Attainment at Higher Level</b>		
Reading	11%	29%
Writing	0%	34%
Maths	11%	45%
EGPS	22%	50%
<b>Average Scaled Score:</b>		
Reading	100.1	105.6
Maths	100.1	106.9
EGPS	100.5	109.4
<b>Progress Data:</b>		
Reading	-1.85	-2.25
Writing	-2.01	-0.63
Maths	-0.61	0.04

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Barriers to future attainment (for pupils eligible for PP )	
In School Barriers	
A	Children have missed a significant amount of learning due to Covid-19. Despite remote learning during lockdown there is a clear disparity in learning outcomes (academic and social and emotional)
B	The children's inability to access a remote learning curriculum due to reluctant parental engagement and limited home learning resources
C	28% of PP children also have additional learning needs.
D	Poor reading, vocabulary and language skills as children are not exposed to a broad range of texts, vocabulary or language beyond school.
E	Limited access to full participation in the school curriculum and school life (Uniform, resources, residentials, trips, sporting opportunities)
External Barriers	
F	Lower attendance rates for some PP children when compared to non-PP children which has had a significant impact on the consistency and continuity of their learning.
	<b>Desired Outcomes:</b>
A	Through the development of a robust catch-up curriculum, the academic and social emotional learning needs of all disadvantaged pupils will be addressed.
B	Through rigorous preparation and clear communication with parents, pupil premium children will access home learning in the event of lockdown.
C	Targeted support provided will enable all pupil premium children with an additional need to make good progress, in terms of both their learning and social and emotional needs from their relative starting point
D	No Pupil Premium children in reading will achieve in line with non-pupil premium children
E	At Lantern Lane we will seek to enable all pupil premium to access all enrichment opportunities in line with non-pupil premium children.

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F	The number of pupil premium children with good attendance (95% or above) will increase this year by working in partnership with parents/carers
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**Summary Allocation of Funding**

In order to reduce the impact of the above barriers and achieve the desired outcomes in respect of attainment and progress we have allocated the pupil premium funding as follows:

Teaching & Learning actions	Objectives to meet Teaching and Learning actions	Monitoring of Teaching and Learning actions	Cost Implication	Impact (TBC end of the year)
<ul style="list-style-type: none"> <li>• Quality First Teaching for all</li> <li>• Targeted staff CPD</li> <li>• Effective diagnostic assessment</li> <li>• High Quality remote teaching and learning</li> <li>• The Pupil Leader is a member of the senior leadership team and coordinates all pupil premium monitoring.</li> <li>• Devolved responsibility for the accountability of outcomes for pupil premium children to Key Stage leaders</li> </ul>	<p>To ensure that QFT meets the needs of all children challenging high attainers and encouraging independent thinking and learning skills.</p> <p>To support the effective use of data and gap analysis by teachers in order to improve outcomes for children</p> <p>To further develop teaching skills and strategies and provide opportunities for sharing good practice.</p>	<p>See Annual Schedule for Quality Assurance</p> <p>See School Improvement Plan</p>	<p>Cost of external CPD</p> <p>Assessment Coordinator/Key Stage Coordinator /Admin time cover costs</p> <p>OTrack subscription</p> <p>Assessment resources</p> <p>Additional TA support costs</p>	

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Targeted Academic Support actions	Objectives to meet the Targeted Academic support actions	Monitoring of Targeted Academic Support actions	Cost Implication	Impact (TBC end of the year)
<ul style="list-style-type: none"> <li>• Inclusive technology interventions eg Clicker 6</li> <li>• Data support meetings- gap analysis to improve outcomes for children.</li> <li>• In class targeted support</li> <li>• 1:1 and group specialist interventions eg Fresh Start, Feedback, Power of 2, Switch-On, Critical readers etc</li> <li>• Booster groups/Catch-Up</li> <li>• Curriculum access support eg scribe, Talking Tins, reader etc</li> <li>• Academic breakfast and after school clubs</li> <li>• 1:1 tuition</li> </ul>	<p>To support the effective use of data and gap analysis by teachers in order to improve outcomes for children</p> <p>To remove barriers to learning for children with specific needs</p> <p>To provide targeted support for identified pupils in order to</p> <ul style="list-style-type: none"> <li>• Address underachievement</li> <li>• Extend children's learning</li> <li>• Remove barriers to learning</li> <li>• Address gaps in learning (Lockdown)</li> </ul> <p>To provide targeted support/intervention for pupils to address underachievement in their learning.</p> <p>To increase children's confidence in maths and English through additional targeted learning opportunities beyond the school day.</p> <p>To provide an individual programme of study to support/extend the children's learning.</p>	<p>See Annual Schedule for Quality Assurance</p> <p>See School Improvement Plan</p>	<p>Teacher/TA cover costs</p> <p>Costs of National Tutoring Programme</p> <p>Inclusive technology resourcing costs</p> <p>Purchase of intervention resources</p>	

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Wider Support strategies (Emotional, social and behavioural support & Enrichment)	Objectives to meet the Wider Support Strategies	Monitoring of the Wider Support Strategies	Cost Implication	Impact (TBC end of the year)
<ul style="list-style-type: none"> <li>• CPD for staff to support children with mental health anxieties following extended absence from school.</li> <li>• Safeguarding CPD for all staff around 'signs to look for' in the vulnerable children school have had limited contact with during lockdown.</li> <li>• Close liaison with external agencies eg Childrens Centre, Early Help Unit, RPBP.</li> <li>• ELSA</li> <li>• Parent liaison to improve attendance-individual arrangements for support in place</li> <li>• Access to after schools clubs</li> <li>• Subsidised support for childcare (Kids Club)</li> <li>• Homework club</li> <li>• Free uniform</li> <li>• Support with access and completion of paperwork</li> <li>• 1:1 staff to support club attendance</li> <li>• Subsidised trips and residentials</li> <li>• Subsidised curriculum enrichment eg ice skating</li> </ul>	<p>To ensure that all children have the opportunity to access extra-curricular clubs to broaden their learning experience and encourage further social interactions</p> <p>To enable the early identification of children at risk of mental health anxieties</p> <p>To meet the children's social and emotional needs in order to enable them to access their learning</p> <p>To ensure that all children have equal opportunities to ensure a sense of belonging within the school community</p> <p>To ensure parents feel fully supported in meeting the needs of their child. To support families in overcoming barriers to attendance and as a result, to their children's learning.</p> <p>To extend the breadth of resources available for teaching and to support staff to improve outcomes for Pupil Premium children.</p>	<p>See Annual Schedule for Quality Assurance</p> <p>See School Improvement Plan</p>	<p>Payments towards extra-curricular clubs and activities</p> <p>Purchase of uniform</p> <p>Cost of external CPD</p> <p>Payments for residentials and trips.</p> <p>ELSA programme time (staff and resource costs)</p> <p>Teacher/TA cover costs</p>	

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<ul style="list-style-type: none"> <li>• Loan of equipment for home use eg sensory and ICT equipment</li> <li>• Swimming lessons</li> <li>• Music lessons</li> <li>• Lunch club</li> <li>• Personalised pastoral support</li> <li>• Personalised behaviour support</li> <li>• Purchase of resources to support intervention</li> </ul>	<p>To ensure that all safeguarding arrangements are robust and are relevant to given circumstances</p> <p>To enable children to further their learning through personalised homework.</p> <p>To encourage the children to share their learning with adults at home- further develop links between home and school</p> <p>To ensure that all children are provided with the time to complete their work. Ensure that all children can access adult support when completing homework to further their learning</p> <p>To provide additional support for children with a specific behavioural need.</p> <ul style="list-style-type: none"> <li>• Anger management group</li> <li>• Meet and Greet</li> <li>• Personalised rewards</li> <li>• Mentoring</li> </ul>			
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**Key objective for all actions: To ensure all pupil premium children in all areas of school are achieving in line with non-pupil children.**