

Landscape Primary School
Pupil Premium Impact Report
and Strategy Statement 2020-21

All schools receive a grant based on the number of pupils in receipt of free school meals (FSM), children in care and children whose parents are in the services. This funding is designed to narrow the gap between the attainment of pupils in receipt of pupil premium and other pupils in the school. Schools are free to use this money in any way they wish, but the aims must be clear - to raise standards for more disadvantaged children. Information on how Landscape does this is, and the impact it has had in this school year, is outlined below.

1. Outcomes from 2019-20

Whole School Overview

Total number of pupils:	273
Number of pupil premium:	47 (17%) with 17 SEN & PP

The data below has been taken from the Spring term 2020 due to the school being in lockdown during the summer term. Traditionally, the summer term data increases slightly as more children tend to make accelerated progress during their final term in a year group.

Achieving at least Age Related Expectation at Spring 2020

	All pupils	Pupil Premium (without SEND)	Non Pupil Premium
Reading	72%	58% (80%)	75%
Writing	59%	33% (40%)	66%
Maths	65%	44% (80%)	70%

Percentage making at least expected progress in the two terms up to Spring 2020

	All pupils	Pupil Premium (without SEND)	Non Pupil Premium
Reading	83%	72% (100%)	89%
Writing	80%	70% (80%)	88%
Maths	82%	57% (80%)	86%

2. Present Situation 2020/21

Overview of the school

Summary information			
Academic Year	2020/21	Total PP budget	£70595
Total number of pupils	272	Number of pupils eligible for PP	47
Date of most recent PP External Review	June 2018	Date for next internal review of this strategy	July 2021

Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers	
A.	Speech and language skills are lower for pupils eligible for PP than for other pupils. This slows both reading and writing progress throughout the school.
B.	PP children rarely make greater than expected progress in any area across KS2 and some don't make expected progress.
C.	PP children rarely achieve higher than expected attainment / greater depth.
External barriers	
D.	Many pupils eligible for PP do not receive support with learning at home. This results in slower progress, particularly in areas such as reading, spelling and times tables' knowledge. This lack of progress has been particularly significant following the lockdown due to Covid.
E.	Many PP pupils have additional social and emotional needs which cause a barrier to their learning.

Intended Outcomes

	Intended outcomes	Success criteria
A.	Improved speech and language skills for PP pupils, particularly on entry into school in the Reception class.	Pupils eligible for PP in Reception class will make rapid progress by the end of the year so that they meet age related expectations in communication, language and literacy. PP children across the school will have made clear progress with their oral skills and will be attaining higher levels in reading.
B.	More PP pupils will make at least expected progress in all areas of learning with some making higher rates of progress across KS2.	80% of PP pupils will make at least expected progress with 15% of making greater than expected progress in reading, writing and maths across Key Stage 2.

C.	A greater proportion of PP children will achieve higher than expected attainment / greater depth in each area.	10% of pupils eligible for PP across the school will achieve higher than expected level (greater depth) in reading, writing and maths.
D.	Increased progress and attainment in reading, spelling and number facts for pupils eligible for PP.	Pupils eligible for PP will make good progress with reading, spelling and maths. All children will have more opportunities for learning these basic skills in school and families will be more engaged in order to support their children at home. Appropriate support and interventions will be provided for these children.
E.	Increased social and emotional skills will enable PP children to overcome barriers to learning and achieve higher academic outcomes.	PP pupils will have developed greater social and emotional skills and be more self confident. They will be ready to learn and will display greater resilience.

Planned expenditure

Academic year					2020/21				
Summary of Pupil Premium Grant spending 2020/21									
Objectives in spending PPG:									
<ul style="list-style-type: none"> • To continue to narrow the attainment gap in reading, writing and maths • To provide appropriate resources and activities to ensure that children who are entitled to the pupil premium funding make at least the expected progress in their learning • To enable PP children to have targeted, individual and group support to help with progress, self esteem and behaviour • To employ an intervention HLTA in order for children to receive personalised and bespoke support programmes and interventions across the school • To continue to fund a Pastoral Team HLTA to support children with more social and emotional needs • To increase the engagement of families in pupils' learning • To provide digital devices for pupils to access remote learning 									
A. Improved speech and language skills with a focus on reducing the vocabulary gap.									
Focus	Amount allocated	Action	Intended outcomes	Impact					
Focused speech and language intervention	£4,000	1:1 sessions with experienced TA focusing on oral language skills	Improved speaking and listening outcomes enable pupils to make at least expected progress in reading.						
Further develop co-operative learning styles to give more opportunities for	Staff meetings	CPD to further embed co-operative learning strategies with a focus on how we can maximise pupil	PP pupils will be more engaged with their learning and will develop greater oracy skills.						

speaking and listening in the classroom (within COVID-19 limitations)		engagement and develop speaking and listening skills, especially during COVID restrictions.		
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B. All PP pupils will make at least expected progress in all areas of learning with some making higher rates of progress.

Focus	Amount allocated	Action	Intended outcomes	Impact
1:1 conferencing and interventions for PP children, particularly those who have fallen behind during lockdown	£15,000	HLTA employed to teach interventions and take classes so that teachers can work 1-1 with children.	Pupils will be better supported in their learning & make improved progress. High quality feedback will be provided and next steps identified.	
Additional TA time to deliver intervention programmes and provide support in classes	£10,000	Time to run small group and 1:1 focused sessions. Provide pre teaching to PP children. TAs to receive ongoing training.	Pupils will make good progress in their reading, writing and maths and will feel more confident during lessons.	
Providing feedback to children, particularly with writing	No cost	KS2 teachers meeting with children 1-1 to provide quality feedback regularly. Update marking & feedback policy.	Children able to move forward in learning and make better progress in writing.	
Dartmoor Teaching School Alliance - CPD supporting schools	£1,500	Regular CPD, including courses and events.	Networks will support quality CPD and sharing of good practice for all staff.	

C. Some PP children will achieve higher than expected attainment / greater depth in each area.

Focus	Amount allocated	Action	Intended outcomes	Impact
Develop mastery teaching within Maths	Staff meetings	Maths lead to disseminate knowledge and skills gained from CPD focused course last year.	Children will make better than expected progress in maths and more will achieve greater depth.	
Intervention and booster groups, particularly for Year 6 children	£3,500	Additional interventions will be provided to enable children to catch up and keep up.	More children will achieve age related expectation or greater depth in all areas.	

D. Increased progress and attainment in reading, spelling and number facts for pupils eligible for PP.

Focus	Amount allocated	Action	Intended outcomes	Impact
Invest in IT resources including ipads and Chromebooks	£6,000	Purchase more ipads and Chromebooks. Install Apps to promote the learning of reading, spelling and times tables and to enhance Interventions.	Basic skills developed. Improved enjoyment and motivation for learning. Building greater confidence and self esteem. Access to learning at home.	
Investment in	£2,500	KS1 teachers to focus on	PP children across the school	

additional phonics reading books and Accelerated Reader		using systematic synthetic phonics reading books and KS2 to further embed the use of AR.	will be attaining higher levels in reading.	
Ensure children get a good start to their education and establish solid foundations for learning in the Early Years.	£15,000	Creating an additional class will lower pupil numbers in the EYFS and Year 1 classes to allow for more focused time with each pupil.	All children will make good progress in the core areas of learning.	

E. Increased social and emotional skills will enable PP children to overcome barriers to learning and achieve higher academic outcomes.

Focus	Amount allocated	Action	Intended outcomes	Impact
Additional pastoral support provided	£8,000	Pastoral HLTA to support pupils' social and emotional development through 'Reach to Teach' and personalised programmes.	Pupils will display higher self esteem and confidence. They will develop greater resilience to cope with challenges in learning.	
Provide a Family Support worker for our PP families	£6,200	Family support worker to provide support to pupils and families.	Parents better able to support learning in the home. Improved behaviour and attendance.	
Enrichment fees	£5,000	Fully and part funded places on educational trips, residentials, music tuition and clubs.	Raising pupil self esteem resulting in improved attitude and accelerated progress.	
Total	£76,700			