

Luckington Primary School Pupil Premium Strategy 2019-20

Pupil Premium Information

Pupil Premium was introduced in April 2011 and is additional government funding for schools to address the underlying inequalities between children eligible for free school meals and their peers. It is allocated to children from low-income families who are currently known to be eligible for free school meals, children who are looked-after and children who have ceased to be looked after because of adoption, a special guardianship order, a child arrangements order or a residence order.

The grant may be spent in the following ways: for the purposes of the school i.e. for the educational benefit of pupils registered at that school for the benefit of pupils registered at other maintained schools or academies on community facilities e.g. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live and work in the locality in which the school is situated.

If your child is eligible for free school meals, it is worth registering them even if they're not going to have the school lunch as it will have a direct impact on the funding we receive and the support we can provide.

Your child may be entitled to free school meals, if you are entitled to receive any of the following: Income Support Income-based Jobseeker's Allowance Income-related Employment and Support Allowance Support under Part VI of the Immigration and Asylum Act 1999 The Guarantee element of State Pension Credit Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual income (as assessed by HM Revenue & Customs) that does not exceed £16,190 Working Tax Credit 'run-on' - the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit Please ask at the office if you would like to register your child for free school meals.

As Luckington is a much smaller school than most, the amount of Pupil Premium funding we receive is relatively small and can fluctuate significantly from year to year. If you have any questions in relation to this, please contact Mr Cook, our Pupil Premium lead.

2019/20 Summary				
Academic year	Total number of pupils	Pupils eligible for PPG	Total PPG Budget	Date for next internal review of this strategy
2018/19	53	7		January 2020

2019/20 Objectives			
	Desired outcomes	Success criteria	School improvement priority number
1.	Pupils to make progress in line with that of their peers.	Progress from starting points in reading, writing and maths at least equal to that of peers.	1,2,3,4
2.	Where needed, pupils have the support in place.	The needs of all children in receipt of additional funding are met.	1,2,3,4
3.	All children can access further curriculum enrichment.	Examples of how the funding has been used and its impact measured.	1,2,3,4

Planned Expenditure 2019/20						
School Improve ment plan referenc e	Desire d outcom es	Chosen action/app roach	Evidence and rationale for choice	How will we ensure that it is implemented well?	Staff lead	Review
i. Quality Teaching for All						
1,2,3,4	All children to make progress at least in line with their peers.	Teaching assistants to work with small groups with targeted support. Third part time teacher for Year 5/6s.	Our teaching assistants are skilled, experienced and know the children extremely well. Small classes and target support.	The triangulation of evidence that forms the basis for performance management. Regular formal and informal CPD.	DC	July 2020
Estimated projected expenditure: £5000						
ii. Targeted Support						

1,2,3,4	All children to make progress at least in line with their peers.	Teaching assistants to work with individual children with targeted support.	Our teaching assistants are skilled, experienced and know the children extremely well.	The triangulation of evidence that forms the basis for performance management. Regular formal and informal CPD.	DC	July 2020
Estimated projected expenditure: £ -						
iii. Other Support						
1,2	Further ways to engage and support parents are in place	Hold more regular curricular evenings, more guest speakers, learn with your child sessions.	If parents understand the demands of the new curriculum they will be able to support their children more confidently.	Attendance records of meetings, events etc.	DC	July 2020
1,2,3,4	Ensure children have emotional and mental health support in place	Train ELSA and Mental Health First Aider	Barriers to learning associated with emotional/mental health issues removed	Pupil progress information	DC	July 2020
Estimated projected expenditure: £1000						

Review of Expenditure 2018/19						
Total budget for academic year 2018/19:				£3,540 (5 children)		
School Improvement plan reference	Desired outcomes	Chosen action/approach	Evidence and rationale for choice	How will we ensure that it is implemented well?	Staff lead	Impact
i. Quality Teaching for All						
1,2,3,4	All children to make progress at least in line with their peers.	Teaching assistant hours	To allow small group intervention to support areas of weakness in maths and literacy and to provide emotional support.	Performance management, triangulation of evidence from lesson obs, book looks, data etc.	DC	The vast majority of pupil premium children are making progress in line with their peers. There are no PP children in Y2/6. In school data shows that for our 4 PP children 100%

						<p>have made expected progress from their starting points.</p> <p>We also employed a Y3/4 teacher meaning more targeted small group support for all children.</p>
ii. Targeted Support						
1,2,3,4	Any external barriers to welfare and progress are removed.	Parent Support Advisor hours	To further develop partnership between home and school; to support parents with the aim of improving outcomes for pupils.	Regular communication between school and PSA.	DC	PSA/Children's Centre used to support families. Attendance of PP children extremely good, 97% (TBC) over the year.
	All children to make progress at least in line with their peers	Teaching assistant hours	To allow for 1 to 1 intervention to support areas of weakness in maths and literacy and to provide emotional support.	Performance management, triangulation of evidence from lesson obs, book looks, data etc.	DC	All children are well supported. SEND interventions are comprehensive. Progress from starting points is good.
iii. Other Support						
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