

Lathom Junior Pupil Premium strategy: 2020-2021

Summary information			
Total number of pupils on roll:	576		
Total Pupil Premium allocation:	£552,795.00	Total number of pupils eligible for Pupil Premium and Ever 6:	411

Barriers to future attainment for disadvantaged pupils

In-school barriers

A.	Our disadvantaged pupils have limited <i>real-life</i> experiences beyond the immediate vicinity of East Ham
B.	Our disadvantaged pupils have poor language and communication skills impacting on their verbal, written and reading abilities
C.	Our disadvantaged pupils have parents/carers with limited knowledge, understanding and skills of how they can support their children's learning (especially once they are in UKS2)
D.	Our disadvantaged pupils have limited exposure to quality texts outside of school to develop their English language proficiency

External barriers

E.	<u>Attendance</u> i) Erratic/inconsistent attendance due to the pandemic ii) Poor engagement in remote/online learning iii) Persistent absenteeism
F.	<u>Social deprivation and poverty: Housing</u> Many of our disadvantaged children live in homes: i) of poor standard ii) that are shared multiple occupancy dwellings in poor condition iii) that are short-term temporary tenancies – with the risk of eviction
G.	<u>Social deprivation and poverty: Low income – the <i>working poor</i></u> Many of our disadvantaged children live within families: i) whose parents are employed on short-term temporary contracts ii) whose parents share day and night shift work iii) whose parents are unemployed due to lack of skills and qualifications, and lack of flexible working and childcare accessibility

	Desired outcomes	Success criteria/Evidence
A.	For a higher proportion of our disadvantaged pupils to meet the <i>expected</i> standard and a growing number to achieve at the <i>exceeding/greater depth</i> standard and to be making more than expected progress across the school.	All data reports/Pupil Progress docs
B.	Our disadvantaged pupils access a range of opportunities/experiences that enhance and develop their knowledge, understanding and excitement of learning. They confidently apply their learning independently in a range of contexts.	PP Spreadsheet/Curriculum maps
C.	Disadvantaged pupils leave Lathom as confident and determined learners ready to succeed in their various secondary schools	End of KS data/evidence trails

D.	Families of disadvantaged children know how they can support their children’s learning out of school.	Case studies/all parental feedback
E.	Disadvantaged children access <i>real-life</i> experiences that supports their language development	Case studies/EV offer

5. Planned Expenditure

The three headings below demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole-school strategies.

QUALITY OF TEACHING FOR ALL

Desired outcome	Chosen action/approach	Evidence and rationale for our choice	How we will ensure it is implemented well	Staff lead
<p>Confident and articulate learners who are ready to access the <i>next stage</i> in their learning</p> <p>Diminishing the attainment gap for disadvantaged children</p>	<ul style="list-style-type: none"> Teacher/Pupil learning discussions 3x year 	<ul style="list-style-type: none"> Evidence from Learning Walks highlights the importance and impact of pupils being able to articulate their own learning, progress and targets. The evidence also states that regular shared conversations between pupils and their teachers “<i>redirects or refocuses either the teacher’s or the learner’s actions to achieve a goal, by aligning effort and activity with an outcome.</i>” Subject leaders monitor 12 identified children in-line with the school’s data analysis and share pupil progress in PPMs and Year Group moderation meetings. Disadvantaged children are the focus of staff Action Plans 	<ul style="list-style-type: none"> To ensure that discussions have maximum impact, planning will be completed during Phase Meetings to discuss suitable targets and how best to review these with pupils. Discussions will be monitored by SLT and will include pupils sharing their targets during informal drop-ins (lesson observation forms). SLT will discuss their effectiveness during phase meetings. 	SLT
	<ul style="list-style-type: none"> Additional <i>Achieve</i> staff in each year group for targeted groups for Reading and Maths 	<ul style="list-style-type: none"> Focus on Speaking & Listening has highlighted the impact of targeting this area as our pupils often have limited experience of speaking ‘for and to’ different audiences. Evidence from the <i>HeadStart</i> programme states, ‘Oral language interventions which focus on spoken language and verbal interaction in the classroom appear to benefit all pupils.’ 	<ul style="list-style-type: none"> Progress and attainment data for additional teachers’ groups will be analysed in the termly Pupil Progress documents. These groups will also be monitored through book monitoring, drop-ins and full lesson observations. Comparing statutory data submissions throughout the year will ensure standards have been maintained and effectiveness measured. 	SLT

	<ul style="list-style-type: none"> • Targeted EAL support for both <i>beginners</i> and <i>more advanced</i> mid-phase arrivals 	<ul style="list-style-type: none"> • Focussed and targeted EAL support to ensure that children are accessing appropriate curriculum provision that supports and enables them to access and use subject-specific and technical language appropriately, encouraging them to express their thinking, their ideas and to solve problems. • Children write confidently across the curriculum. They make appropriate and adventurous word and language choices pertinent to purpose and audience. 	<ul style="list-style-type: none"> • Pupils' confidence, participation in and articulation of their learning enables them to discuss their work appropriately across the curriculum. 	EAL Lead EAL Support Staff
<p>Children's improved communication & language skills enables them to confidently articulate their thinking and problem solving, becoming fluent and agile learners</p>	<ul style="list-style-type: none"> • Targeted CPD offer and curriculum resource provision for development of children's linguistic skills and further development of the <i>Maths Mastery</i> approach and children's language development 	<ul style="list-style-type: none"> • Lesson observations indicate that children are working collaboratively, confidently using a range of methods that enable efficiency, have a broad mathematical vocabulary and are able to <i>Reason</i> to solve different types of problems. • Staff have strong subject knowledge, they engage in professional dialogue that supports planning and delivery of creative, focused and specific learning. • Children demonstrate their knowledge and understanding by expressing themselves eloquently, using subject-specific vocabulary and terminology. 	<ul style="list-style-type: none"> • Consistently good teaching and learning in Maths translates into consistent outcomes for all pupils, particularly disadvantaged pupils (monitoring teaching and learning/ talking to pupils/ tracking progress) Consistently observed and used strategies across all year groups, indicates positive impact of our participation in the <i>Maths Mastery</i> project. • Lesson observation, pupil conferencing and monitoring of pupil work indicates that children confidently discuss their learning, use appropriate language to explain <i>how they know...</i>, making reference to a range of experiences and opportunities. They make 'links' and 'connections' in their learning across the curriculum. Our curriculum offer is creative and focussed, enabling children to develop knowledge, remember and apply their understanding confidently. 	Maths Lead

	<ul style="list-style-type: none"> SALT sessions for targeted pupils & CPD for staff 	<ul style="list-style-type: none"> Speech and Language Therapy (SLT) buy-in service has provided Early Intervention and on-going intervention for children with specific Communication and Language needs, as well as staff training for specific practitioners. 	<ul style="list-style-type: none"> Working in collaboration with the school's buy-in SLT will ensure that provision mapping meets the needs of pupils and is regularly reviewed. Regular targeted sessions will increase pupils' interaction and communication and highlight those with specific additional needs, which may require referral to external agencies for further specialist support. Close partnership work with our parents will ensure that they are able to support their children effectively at home too. 	SENCO SEN Lead
Total allocated amount: £376,220.00				

TARGETED SUPPORT				
Desired outcome	Chosen action/approach	Evidence and rationale for our choice	How we will ensure it is implemented well	Staff lead
<p>Pupils are resilient learners and demonstrate strong emotional well-being and have positive relationships with others</p>	<ul style="list-style-type: none"> Early Help, Family Support 	<ul style="list-style-type: none"> A growing number of pupils presenting with emotional well-being needs and the impact this has on their ability to focus and access the mainstream curriculum. A growing number of children being referred by class teachers to access a range of early intervention programmes/sessions. TAF/TAC/Vulnerable Children's Meetings (VCM) continue to be an effective way of ensuring pupils and families receive <i>Early Help</i> support. This continues to ensure that pupils are identified, closely monitored and supported appropriately. 	<ul style="list-style-type: none"> Children confidently share their feedback, have high levels of engagement in: the Headstart programme and activities, Headstart Champions, and <i>Bounce Back</i> sessions and celebrations. Children indicate that they are equipped to make good/better choices re. their relationships with their peers. Monitoring and evaluation of the <i>Bounce back</i> aspects/elements indicates children use strategies that support and develop their resilience in a variety of situations throughout the day. Members of SLT, the Pastoral Team and Inclusion Team are always in attendance at these meetings to ensure they are run effectively and that necessary actions from previous meetings have been undertaken. Minutes are shared, ensuring good communication and effective accountability. 	HoS

	<ul style="list-style-type: none"> • Learning Mentor & Wellbeing support 	<ul style="list-style-type: none"> • This provision has always been crucial to the structure at Lathom as it enables teachers to devote their time and attention to teaching, whilst pastoral issues with children and families are supported by this effective team. Families who have been supported, frequently comment on their gratitude. • Staff assist in signposting local services to families, and attend appointments with them as needed. 	<ul style="list-style-type: none"> • Collaborative working ensures that all staff members are aware of focus children; caseload work is allocated and shared verbally and via protected access on line. • Team weekly meetings with the HoS, as well as in staff briefings ensure that work streams are prioritised and specific outcomes focussed. • Shared information ensures that detailed records are accessible to the professional network. • This holistic overview ensures that a range of progress indicators demonstrate impact, e.g. children's social & emotional resilience, wellbeing as well as academic attainment. 	HoS
Improved attendance rates and access/engagement in Blended Learning.	<ul style="list-style-type: none"> • Daily monitoring of specific groups by members of SLT. • First day absence protocols, home visits, parent surgeries and workshops Att. Officer. • SLT members to contact those not engaging in Blended Learning. • Collaborative working with AMO. 	<ul style="list-style-type: none"> • Pupil's attendance and punctuality is consistent; children are able to confidently access the Blended Learning offer at home. • Despite learning at home/remotely, children recognise that their day is still a day of learning. They have regular contact with and feedback from staff. 	<ul style="list-style-type: none"> • Improved and consistent attendance rates for specific/targeted children. • Regular contact with parents/families ensures they have understanding and are able to support strategies implemented in school. • Attendance registers indicate engagement in, as well as the effectiveness of the provision/offer/learning set. Children's learning at home is successfully completed and celebrated. 	SLT
Diminishing any differences	<ul style="list-style-type: none"> • Breakfast & After School club provision 	<ul style="list-style-type: none"> • Pupil's attendance and punctuality is improved; children are more ready to learn and benefit from additional support to complete reading and homework tasks. 	<ul style="list-style-type: none"> • Attendance registers indicate consistency of attendees, as well as the effectiveness of the provision/offer. • Targeted pupils receive appropriate support. 	HoS
	<ul style="list-style-type: none"> • After-school booster sessions for target individual/groups of children (3rd space) 	<ul style="list-style-type: none"> • Additional English and Maths sessions in the afternoons or after-school or specific speech and language sessions during the day. 	<ul style="list-style-type: none"> • Pupil progress data reports for each year group, as well as the termly whole school data reports highlight the progress and attainment of PP and non-PP pupils. 	HoS

	<ul style="list-style-type: none"> Specifically-planned intervention groups SALT sessions for identified children Homework clubs 	On a year-to-year basis we review the most pressing need across the school, and Year Group leaders/Achieve Teachers focus on interventions and enrichment programmes for targeted pupils.	<p>FFT data will also distinguish between these groups.</p> <ul style="list-style-type: none"> The quality of the sessions being delivered are regularly monitored in an informal way by AHTs and more formally through Evidence trails, learning reviews and formal observations 	
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			Total allocated amount:	£144,384.00
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WHOLE SCHOOL STRATEGIES				
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Desired outcome	Chosen action/approach	Evidence and rationale for our choice	How we will ensure it is implemented well	Staff lead
Broadening life experiences	<ul style="list-style-type: none"> Educational visits Visitors Enrichment clubs Competitions Performing arts Young Voices; Newham Harmony Choir Subscriptions Workshops 	<ul style="list-style-type: none"> Feedback from children indicates that they have very limited experiences outside of school. Added to this, the increased focus on vocabulary, language and knowledge acquisition within the new curriculum has hampered our pupils' ability to achieve the <i>Higher Standard</i> within the end of Key Stage tests. As such, we will continue to address these issues by offering our children a variety of different experiences, in a wide range of venues, in order to support their social and cultural development through real-life experiences, in a range of venues, in order to support their social and cultural development. 	<ul style="list-style-type: none"> Members of SLT, the Pastoral Team and Inclusion Team are always in attendance at these meetings to ensure they are run effectively and that necessary actions from previous meetings have been undertaken. Minutes are shared, ensuring good communication and effective accountability. 	HoS
Continuing to develop Resilience and Taking Ownership and making choices Supporting positive engagement and relationships development	<ul style="list-style-type: none"> School Council Being a Play Leader Being a Buddy expert Being a Peer Mediator Participation in inter-school competitions (supported by our Coach) 	<ul style="list-style-type: none"> The <i>elected</i> school council take a very pro-active approach to bringing change about within our school; this has included raising money for charities, planning and delivering assemblies, organising events, improving the playground and running a whole-school 'suggestion afternoon' to canvas ideas and opinions from all pupils. Opportunities to network and meet 	<ul style="list-style-type: none"> The school council gives weekly feedback to the rest of school during Assemblies with regard to their progress and impact towards various actions. School Council members generate updates to be shared with the Governing Board. Evaluative reports are written after each holiday club and family week reflecting the successes, parental and child views and areas for development. These are 	HoS

		<p>with peers across the Federation enables pupils to share ideas, to collaborate and co-operate with each other - feedback is always very positive. This, along with providing opportunities for all children to discuss their feelings, has shown to support our pupils' self-esteem.</p> <ul style="list-style-type: none"> • Research shows that Social and Emotional Learning through, "School-level approaches to developing a positive school ethos which also aims to support greater engagement in learning" can add + 4 months impact per year per pupil onto their academic achievements. Supporting pupils and their families to positively engage with each other and celebrate their positive learning choices through community events will be a prioritised. • Staff report that these positive initiatives promote pupils and parents having pride in the school, and increases engagement with learning. 	<p>then used to continue or amend those activities that are seen to have most beneficial impact.</p> <ul style="list-style-type: none"> • Weekly attendance data reports are collated in order for the Leadership Team to determine groups of pupils that may need/extra more attention. • Collaborative work between staff and the LA's Attendance Management Service has a positive impact – raising the profile of and acknowledging the expectation of <i>excellent</i> attendance. 	HoS
			Total allocated amount:	(£29,551.00)

In the **2020-2021** census, eligibility for the Pupil Premium funding was moved from January to October. This fell during the COVID-19 pandemic. Children who became eligible after the October census date were not included in the original allocation. Funding will not be received for their support until the new financial year.