

Pupil Premium Strategy 2020/21

1. Summary information					
School	Lancasterian Primary School				
Academic Year	2020/21	Total PP budget	£203, 922	Date of most recent external PP Review	Mar 17
Total number of pupils	363 Rec – Y6	Number of pupils eligible for PP	114 (31% of pupils)	Date for next internal review of this strategy	Sept 21

2. 2019 attainment taken from most recent data		
	Pupils eligible for PP (your school)	National Average
% at expected standard or above in reading, writing & maths	40%	65%
Reading progress from key stage 1	-2.7	0
Writing progress from key stage 1	2.0	0
Maths progress from key stage 1	-0.2	0

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Inconsistency in quality of cover for short and long term teacher absences if we were to return to a supply cover approach
B.	Legacy of past inconsistency in expectations amongst staff, particularly for current Y6 pupils
C.	Legacy of inconsistency in quality of teaching, particularly for current Y6 pupils
D.	Developing understanding amongst staff of issues that may face Pupil Premium children and how these are best mitigated
E.	Developing knowledge amongst school leaders and staff about strategies that have proven to be effective in supporting PP children
4. External barriers (issues which also require action outside school, such as low attendance rates)	
F.	High % EAL leading to poor language skills
G.	Lack of pupil/family aspiration – poor understanding of importance of education for future success and lack of role models in home/community
H.	Cultural deficit – lack of opportunities for children to have a range of contextual experiences
I.	High mobility

J.	Poor housing/overcrowding
K.	Low attendance
L.	Some lack of capacity/financial means to support children with learning at home
M.	Pastoral/CP/Behaviour issues
N.	Impact on COVID-19 pandemic on widening of the gap during remote education. Consider the capacity of parents to support at home

5. Rationale for change in approach to Pupil Premium Strategy

In March 2017, a review was carried out with Lynne Gavin, Head Teacher at Pakeman Primary which was the 2013 National Primary School of the Year in the Pupil Premium Awards. As a result of that review, we have changed our method for our Pupil Premium Strategy to an evaluative approach, based on the following four key elements:

DATA: Ensure clarity around areas of underachievement in school and significance of PP within this (e.g. year groups, subjects, ethnic groups, ability groups, and other factors groups such as high mobility and low attendance) – ensure this includes more able PP children.

BARRIERS: Identify external and internal barriers to achievement for PP children (whilst many children may experience these barriers, the effects are likely to be compounded for PP children).

RESEARCH USE: Proposals for approaches and interventions should be based on school, local and national research and best practice. All evaluation of existing approaches should be triangulated (data, observations, books).

RANGE OF PROVISION: ‘One size fits all’ is not the answer. Overall, teaching and learning interventions should account for about 80% of spend (including staff costs, CPD, etc.), other (e.g. pastoral, CP, etc.) about 20%.

This strategy has been written using this evaluative approach.

6. End of Key Stage Achievement Success Criteria and Milestones

Looking at recent achievement data, the following aspirational 2020/21 milestones have been put in place and will be measured using our internal data.

KEY STAGE 2 READING, WRITING AND MATHS SATs OUTCOMES

- To diminish the difference between PP and Non-PP such that %PP Chn \geq Expected Standard in R, W, M and RWM is at least within 5% of Non-PP Chn
- %PP Chn $>$ Expected Standard in R, W, M and RWM is at least in line with Non-PP Chn
- PP Progress Score from KS1 to be at least in line with Non PP Chn

KEY STAGE 1 READING, WRITING AND MATHS SATs OUTCOMES

- To diminish the difference between PP and Non-PP such that %PP Chn \geq Expected Standard in R, W, M and RWM is at least within 15% of Non-PP Chn
- %PP Chn $>$ Expected Standard in R, W, M and RWM is at least within 5% of Non-PP Chn

KEY STAGE 1 PHONICS

- Year 1: To diminish the difference between PP and Non-PP such that %PP Chn \geq Expected Standard at least within 15% of Non-PP Chn

END RECEPTION GLD

- To diminish the difference between PP and Non-PP such that %PP Chn \geq Expected Standard at least within 15% of Non-PP Chn

7. In-Year Achievement Success Criteria and Milestones

Each term, we look at the difference in the % PP and Non-PP chn pupils working at or above ARE and compare that to the difference at the end of KS1 to see if that difference is diminishing over time. Currently, there is no trend of underperformance of PP Chn across the school, however there are year group/subject specific issues which need to be addressed through the diminishing of difference between PP and Non-PP.

Our target is for the gap between PP and Non-PP children in all year groups/subjects differences to be diminishing since the end of KS1 by end 20/21. The table below highlights at the end of each term year groups/subjects where gaps are not being diminished.

	End Sum 20/21
Reading	
Writing	
Maths	

For More Able PP Chn, since attainment is not the issue, the focus will be on ensuring that children attaining highly at the end of key stage 1 continue to make progress in line with Non-PP Chn throughout KS2. 'In line' is defined as no more than 1 step less than Non-PP. Specific year groups/subjects where progress is not in line are identified below. Our target is for all year groups/subjects More Able PP Chn progress to be in line with Non PP Chn by end 20/21.

	End Sum 20/21
Reading	
Writing	
Maths	

Objective 1: Continue to develop quality first teaching as the primary means of diminishing the difference between PP and Non-PP children

Addressing barriers: A, B, E, F, H, N

Success Criteria and Milestones:

PERCENTAGE LESSON OBSERVATIONS THAT DO NOT REQUIRE RE OBSERVATION

Autumn - English	Spring - Maths	Summer – Topic/Science
Unable to complete due to Covid-19	Unable to complete due to Covid-19	90%

PERCENTAGE OF QAR RECEIVING GOOD or EXCELLENT IN RELATION TO CLEAR PROGRESSIVE LEARNING JOURNEYS

	English	Maths	Science	Foundation
By end autumn	85% 100%	85% 100%	85% 100%	85% 100%
By end spring	90% 92%	90% 100%	90% 92%	90% 92%
By end summer	95%	95%	95%	95%

Actions:

Action	Whole School (WS) or Targeted Support (TS)	What is the evidence/rationale for this choice?	How will you ensure that it is implemented well?	Date & Lead(s)	Link to Key SIP priority	Cost (where action is whole school, %cost is given, relative to %PP chn in school)
<p>a) Pupil Premium Focus Teacher (PPFT) to take the lead role in raising the achievement of Pupil Premium children across the school, primarily through the development and provision of quality first teaching.</p> <p>In addition to providing consistent in-house quality first cover for teacher absence, the PPFTs will run a range of support initiatives and interventions according to needs identified through data analysis and monitoring of teaching and learning, either to develop teacher/TA skills or working directly with PP children, for example:</p> <ul style="list-style-type: none"> • Small group afternoon intervention • Identify nursery families eligible for PP funding • Teacher training <p>(See Appendix i: PPFT JD for full details)</p>	TS	<p>Ofsted (2013), <u>The Pupil Premium</u>, states that successful schools ‘allocated their best teachers to teach intervention groups to improve mathematics and English, or employed new teachers who had a good track record in raising attainment in those subjects’.</p> <p>Ofsted (2013) <u>The Pupil Premium</u> states that the best schools: ‘used achievement</p>	<ul style="list-style-type: none"> • Performance Management Processes • Data analysis 	<p>From Sept</p> <p>Andrea</p>	2, 3, 4	£42,570

<p>NB. Where costs of further actions below are covered by the cost of this action, PPFT will be indicated.</p>		<p><i>data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if something had worked.'</i></p>				
<p>b) Continue to develop middle leadership to drive the whole school vision for school improvement through half termly coaching training provided by Heads Up</p>	<p>WS</p>	<p>This would further develop a key strength identified in May 2017 Ofsted inspection: <i>'The leadership team has maintained the good quality of education in the school since the last inspection.'</i></p>	<ul style="list-style-type: none"> • Feedback from middle leaders 	<p>Half termly from aut 1 Paul</p>	<p>1</p>	<p>£4,062</p>
<p>c) Develop middle leadership skills to drive subject specific school improvement through ongoing training and coaching, led by DHT (e.g. NPQSL, NASENCo, etc.)</p>	<p>WS</p>	<p>This addresses a key area for development identified in Ofsted May 2017 inspection: <i>'Leaders and those responsible for governance should ensure that middle leaders are developed further so they have the necessary skills to check the quality of teaching in their subject areas and offer appropriate advice and guidance to staff.'</i></p>	<ul style="list-style-type: none"> • Feedback from middle leaders • End of year middle leadership evaluations 	<p>Ongoing Charlotte</p>	<p>1</p>	<p>£7,479</p>
<p>d) Ensure curriculum continues to be well planned and resourced in order to further embed new approaches</p>	<p>WS</p>	<p>Ofsted (2013), <u>The Pupil Premium</u>, highlights <i>'the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good'</i>.</p>	<ul style="list-style-type: none"> • End of year middle leadership evaluations • Budget setting processes 	<p>Ongoing SLT, Middle leaders, Admin Team</p>	<p>1, 2, 3</p>	<p>£27,605</p>

e) Continue to embed new CPD system, based on needs identified through monitoring systems and combining whole staff training with targeted/self-selecting sessions to maximise impact on quality of teaching and support	WS	This would further develop a strength identified in May 2017 Ofsted inspection: <i>'Your strong focus upon professional development opportunities has built an aspirational and increasingly skilled body of staff who share your ambition and belief about how well pupils can learn.'</i>	<ul style="list-style-type: none"> • Perf man processes • T+L monitoring processes • CPD systems 	From aut 1 Julia and subject leaders	1, 2, 3	£5,886
f) Further enhance ongoing teacher professional development through peer lesson study focused on identifying and meeting the needs of PP children	TS	DfE (2015), <u>Supporting the Attainment of Disadvantaged Pupils</u> , highlight's sharing best practice amongst teaching staff as a key strategy for supporting disadvantaged pupils.	<ul style="list-style-type: none"> • End of lesson study evaluations completed by teachers 	From aut 2 Andrea	1, 2, 3	£698
g) Continue to develop a greater focus on PP children in Pupil Progress Reviews, by focusing on their achievement and facilitating discussion around successes and challenges in teaching and learning, including the role of the PPFTs in providing support	TS	Local Authority School Improvement Advisors identified this as an area for development in May 2016	<ul style="list-style-type: none"> • Feedback from teachers 	Nov, Jan & Apr SLT	2	£11,730 (supply cover)
h) Implement additional senior leader teaching support in Year 6 literacy and maths to ensure progress is accelerated for all children	WS	Ofsted (2013), <u>The Pupil Premium</u> , states that successful schools 'allocated their best teachers to teach intervention groups to improve mathematics and English, or employed new teachers who had a good track record in raising attainment in those subjects'.	<ul style="list-style-type: none"> • T+L monitoring processes • PPR mtgs 	From Sept Charlotte, Angela	2, 3	£20,500
i) Provide SLT-led Y6 1:2 tutoring support, before and after school -provide teacher led 1:2 tutoring support after school to Y6	WS	Impact measured for similar interventions in previous years showed improved	<ul style="list-style-type: none"> • PPR mtgs 	From Sept SLT	1, 2	£7,000

		progress for children targeted.				
j) Implement a range of English interventions, chosen according to identified needs and delivered by teaching assistants as an additional support to QFT in class, e.g. - Read Write Inc - Booster Phonics - KS1/KS2 EAL groups - Project X - Boosting Reading @ Primary - Inference training - Precision teaching	WS	Progress data and previous experience in the school has shown these to be our most effective intervention strategies	<ul style="list-style-type: none"> • T+L monitoring processes • PPR mtgs • Perf man systems 	Review each term in PPR meetings Angela	1, 2, 3	£5,769
k) Implement a range of maths interventions, chosen according to identified needs and delivered by teaching assistants as an additional support to QFT in class, including Times Tables Rockstars	WS	Progress data and previous experience in the school has shown these to be our most effective intervention strategies	<ul style="list-style-type: none"> • T+L monitoring processes • PPR mtgs • Perf man systems 	Review each term in PPR meetings Angela	1, 2, 3	£5,010
l) Ensure that all PP chn's books are marked with a dot in order to increase teacher awareness of PP children and their needs, and to ensure that PP chn's books are marked first	TS	This strategy was shared as example of PP best practice at Haringey head teachers' association.	<ul style="list-style-type: none"> • Learning walks • Book scrutinies 	By end Sept Andrea and Holly	2	n/a
m) Develop EYFS outdoor learning environment and school library as more effective resources to support teaching and learning	WS	Endowment Foundation Teaching and Learning Toolkit highlights intervention in early years as a high impact strategy. Reading across the school is an area of focus as KS2 attainment in this subject is below national average.	<ul style="list-style-type: none"> • Premises reports to FPP committee 	By end spring term Julia/Rachel, Sam and Charlotte	1	£2,890
n) Provide additional core subject support through volunteers	WS	Progress data and previous experience in the school has shown these to be an effective intervention strategy	<ul style="list-style-type: none"> • Middle leader support systems 	From aut 2 Victoria	1, 3	n/a
o) Carry out regular learning walks with a specific focus on PP chn, looking at a range of areas, e.g. engagement, marking,	TS	Quality first teaching is the principle method through	<ul style="list-style-type: none"> • Existing SLT and whole staff learning 	Ongoing	2	n/a

scaffolding, etc. and ensure that findings are fed into CPD and planning systems		which PP chn's needs can be effectively addressed	walk feedback systems	Andrea		
p) Purchase devices for use during pandemic lockdown to support remote education due to capacity of parents to support home learning	TS	To ensure access to remote learning during Covid-19 pandemic lockdown	• Parent survey to investigate community needs	Valentina and Anna	1, 3	£2,115
q) Subscribe to Zoom to facilitate engagement. To enable CT and class meetings and to enable whole school assembly.	WS	To promote engagement with CT and class and facilitate weekly whole school assembly	• Staff and parent/carer survey	Eoin	3	£350
					TOTAL	£143,664

Objective 2: Increase staff understanding of issues that may face PP children and support them in implementing evidence-based PP strategies

Addressing barriers: C, D, M

Success Criteria and Milestones:

In Pupil Progress Reviews (PPR) teachers are asked (to be followed by further discussion at meeting):

- Rate yourself against a scale of 0 – 5 (0 being 'Not at all' and 5 being 'Completely understand') on how well you feel you understand the issues faced by the Pupil Premium children in your class.

AVERAGE PP ISSUES AWARENESS SCORE ACROSS THE SCHOOL

Autumn PPR	Spring PPR
3.0 3.1	3.5 4

Actions:

Action	Whole School (WS) or Targeted Support (TS)	What is the evidence/rationale for this choice?	How will you ensure that it is implemented well?	Date & Lead(s)	Link to Key SIP priority	Cost (where action is whole school, %cost is given, relative to %PP chn in school)
a) Run whole staff training on PP to raise staff awareness of this national priority, the reasons behind it and the intended impacts	TS	There has not been any recent CPD specifically related to understanding and meeting the needs of PP chn.	<ul style="list-style-type: none"> • Training evaluation 	Andrea	1, 2	£1,489
b) Ensure that PP chn's progress is regularly monitored through termly data headlines, lesson observations, QARs, etc.	TS	Data and other outcomes must be the starting point for support and intervention planning	<ul style="list-style-type: none"> • Existing monitoring systems 	Termly ongoing SLT, middle leaders	1, 2	£2,650
TOTAL						£4,139

Objective 3: Ensure attendance and punctuality of PP chn is at least in line with others

Addressing barriers: G, J, K

Success Criteria and Milestones:

PP CHN ATTENDANCE AND LATENESS

	End of Autumn Term Y1-6	End of Spring Term Y1-6	End of Summer Term Y1-6
Attendance	95.08%	89.03%	
Lateness before registration closes	2.08%	0.72%	
Lateness after registration closes	0.22%	0.08%	

Actions:

Action	Whole School (WS) or Targeted Support (TS)	What is the evidence/rationale for this choice?	How will you ensure that it is implemented well?	Date & Lead(s)	Link to Key SIP priority	Cost (where action is whole school, %cost is given, relative to %PP chn in school)
a) Learning mentor to provide a complementary service to that given by existing teachers, pastoral staff and senior leadership team, addressing the needs of children who require support to overcome barriers to learning both inside and outside the school in order to promote excellent behaviour for learning and maximise educational progress. <i>NB. Where costs of further actions below are covered by the cost of this action, LM will be indicated.</i>	WS	The Education Endowment Foundation <u>Teaching and Learning Toolkit</u> rates 'Behaviour Interventions' as having strong evidence of impact (+3 months)	<ul style="list-style-type: none"> Through performance management processes 	From Sept Paul/ Kamelia	2, 4, 5	£20,250
b) Complete detailed termly analysis of PP attendance and lateness, ensuring that findings are shared with staff and used to inform ongoing attendance strategies where necessary.	TS	Early targeted intervention for specific groups and individuals are more likely to prevent attendance issues becoming persistent	<ul style="list-style-type: none"> Through PDBW Governor Committee reporting structure 	From end aut 2 Kamelia	5	n/a
c) Invest in EWO silver package to ensure that persistent attendance and lateness issues are dealt with swiftly and effectively, particularly in relation to persistent absence.	WS	Previous experience has shown us that without robust EWO and legal	<ul style="list-style-type: none"> Weekly monitoring of attendance 	From Sept Kamelia	5	£2,000

		support, it is difficult to escalate persistent cases	and lateness patterns			
d) Attend borough training on effective attendance and punctuality interventions.	TS	Feedback from previous sessions run in LA indicate positive reviews	• Weekly monitoring of attendance and lateness patterns	24 Sept Kamelia	5	£120
e) Continue attendance awards for R-Y6 to support the forming of good attendance and punctuality habits from an early age.	WS	Evidence from other local schools has shown that the formation of good attendance habits when children are young contribute to better attendance at later stages	• Weekly monitoring of attendance and lateness patterns	From aut 1 Kamelia and Rachel	5	£500
f) Meet with all parents who request leave of absence during term time before and/or following leave to give a consistent message of non-approval and potential fine consequence.	WS	Previous experience has shown us that without robust EWO and legal support, it is difficult to escalate persistent cases	• Weekly monitoring of attendance and lateness patterns	Ongoing Kamelia	5	n/a
TOTAL						£22,870

Objective 4: Further develop PP parents' aspiration for - and involvement in - their children's education

Addressing barriers: F, G, H, L, N

Success Criteria and Milestones:

ATTENDANCE OF PP PARENTS AT PARENTS/CARERS EVENING TO BE AT LEAST IN LINE WITH NON-PP PARENTS/CARERS

Term	% PP Parent Attendance	% Non-PP Parent Attendance
Autumn Term	95.6%	98.8%
Spring Term		

Actions:

Action	Whole School (WS) or Targeted Support (TS)	What is the evidence/rationale for this choice?	How will you ensure that it is implemented well?	Lead(s)	Link to Key SIP priority	Cost (where action is whole school, %cost is given, relative to %PP chn in school)
a) Targeting difficult to engage PP parents for the school events through conversation in the playground at beginnings and ends of days	TS	Discussions with parents have indicated that it is often a lack of confidence or understanding that deters parents from becoming involved	<ul style="list-style-type: none"> Attendance figures 	Various	1	n/a
b) Organise termly post-PPR meetings with parents/carers of PP children causing concern to 'contract' a way forward, agreeing what the child, the school and the parents will do to improve progress	TS	Best practice learnt from Pakeman Primary School, previous winner of national Pupil Premium award.	<ul style="list-style-type: none"> Data analysis 	Andrea	1	£130
c) Repeat annual Effort and Achievement Night, ensuring that children's effort is celebrated and rewarded	WS	In-house experience has shown impact in terms of pupil motivation.	<ul style="list-style-type: none"> Feedback from community Pupil interviews 	Paul	1	£730
d) Ensure a rigorous follow-up of parents of PP chn who do not attend parents/carers evening, arranging alternative appointments to attain 100% attendance	TS	Parents who are better informed about their children's progress and next steps are more able to support them in their learning	<ul style="list-style-type: none"> Parent/carer evening attendance figures 	Phase Leaders	1	n/a
TOTAL						£860

Objective 5: Ensure PP chn believe that they can achieve highly

Addressing barriers: E, G, H, M, N

Success Criteria and Milestones:

6 MONTHLY PUPIL SURVEY REPOSSES FROM PP CHN ARE AT LEAST IN LINE WITH THOSE OF NON-PP CHN

STATEMENT	PP % 'Agree' or 'Really Agree' responses in Dec 2020	Non-PP % 'Agree' or 'Really Agree' responses in Dec 2020	PP % 'Agree' or 'Really Agree' responses in June 2021	Non-PP % 'Agree' or 'Really Agree' responses in June 2021
• I enjoy school most of the time.	83%	83%		
• I work hard at school.	95%	87%		
• I believe that I can do as well as anyone else in my learning as long as I try my best.	91%	84%		
• I am aware of my targets and what I need to do next to improve my learning.	91%	82%		

Actions:

Action	Whole School (WS) or Targeted Support (TS)	What is the evidence/rationale for this choice?	How will you ensure that it is implemented well?	Lead(s)	Link to Key SIP priority	Cost (where action is whole school, %cost is given, relative to %PP chn in school)
a) Continue to drive and develop the school's vision and values as a philosophy underpinning the schools' approach to teaching and learning, including staff understanding of how to apply them to everyday interactions with children	WS	Visits by HT to outstanding schools in 2017/18 highlighted the impact that a focus on school vision and values can have on PP achievement	• T+L monitoring processes	From Sept Paul	1, 2, 4	£1,200
b) Implement Inspire Business Education Partnership 'Work Week' to develop whole school community's understanding of importance of education for future success	WS	Experience of this initiative in other schools has shown impact in terms of pupil attitudes to learning/aspiration. Visit http://www.inspire-ebp.org.uk/ for further information.	• In-built Work Week evaluation systems	WB Summer Elena	1	£1,739

c) Repeat the Y4/Y5/6 Into University programme	WS	The programme raises aspirations for those involved, encouraging them to face and overcome new challenges	<ul style="list-style-type: none"> In-built Into University evaluation systems 	From Sept Andrea	9	£1,198
d) Continue and develop music tuition for Y4+ through the WCIT programme and other music related extra-curricular activities	WS	A broad and balanced curriculum in which creativity is valued provides multiple ways for children to experience success and pride in their learning. EEF Toolkit highlight a positive impact for arts participation.	<ul style="list-style-type: none"> Observations Feedback from children and parents 'Continuers' sign-up 	From Sept Tim	9	£1,220
e) Continue to develop a stronger pupil voice through the school house captains and vice captains system, devolving real power and budgetary control to the children	WS	This is part of a larger intention to encourage children to take ownership of their learning	<ul style="list-style-type: none"> Success criteria in house captains school improvement plan 	From Sept Paul and Gemma	9	£744
r) Work with Foundation Lead to ensure our curriculum represents our diverse community		Lessons planned based on area of Foundation to include 'overlooked' figures of significance	<ul style="list-style-type: none"> Research key figures of the cultures of our school community 	Elena and Andrea	2	£550
s) Engage with the National Tutoring Programme (Tuition Partners and Academic Mentors) as soon as it becomes available according to: <ul style="list-style-type: none"> The needs of our children (data informed) The funding available and how to achieve best value Best practice learned from other schools and via HEP 	TS	In order to close gaps in attainment due to Covid-19 pandemic lockdown	<ul style="list-style-type: none"> CT and data assessment 	Charlotte	1, 2	£802
TOTAL						£7,453

Objective 6: Improve PP chn's behaviour for learning through the provision of effective pastoral and behavioural support

Addressing barriers: A, K, I, M, N

Success Criteria and Milestones:

BEHAVIOUR RECORDS – NUMBERS OF REDS PER TERM PP v NON-PP CHN

	Stage 3.1	Stage 3.2	Stage 3.3	Stage 3.4
Autumn PP	5	0	0	0
Autumn Non	3	0	0	1
Spring PP	1	0	0	1
Spring Non	1	0	0	0
Summer PP				
Summer Non				

6 MONTHLY PUPIL SURVEY REPOSSES FROM PP CHN ARE AT LEAST IN LINE WITH THOSE OF NON-PP CHN

STATEMENT	PP % 'Agree' or 'Really Agree' responses in Dec 20	Non-PP % 'Agree' or 'Really Agree' responses in Dec 2020	PP % 'Agree' or 'Really Agree' responses in June 2021	Non-PP % 'Agree' or 'Really Agree' responses in June 2021
• I enjoy school most of the time.	83%	83%		
• I work hard at school.	95%	87%		
• I am aware of my targets and what I need to do next to improve my learning.	91%	85%		
• I behave well at school and do not often get into trouble, I stay on green most of the time.	91%	82%		

Actions:

Action	Whole School (WS) or Targeted Support (TS)	What is the evidence/rationale for this choice?	How will you ensure that it is implemented well?	Lead(s)	Link to Key SIP priority	Cost (where action is whole school, %cost is given, relative to %PP chn in school)

a) Pastoral Care Manager to continue to take a strong lead on behaviour and CP/pastoral issues, further developing behaviour and pastoral support teams and systems		The Education Endowment Foundation <u>Teaching and Learning Toolkit</u> rates 'Behaviour Interventions' as having strong evidence of impact (+3 months)	<ul style="list-style-type: none"> Performance management systems 	Ongoing Kamelia	4	£15,360
b) Provide counselling support to children with additional pastoral needs and children adversely affected by the Covid-19 pandemic lockdowns		Previous experience has shown that this intervention supports children in overcoming emotional barriers to learning	<ul style="list-style-type: none"> Ongoing monitoring of pupil impact (e.g. through pastoral care meetings) 	Ongoing Kamelia	4, 5	£6,917
c) Provide targeted parenting advice and support through the Trailblazer mental health and other parental programmes		Endowment Foundation Teaching and Learning Toolkit highlights parental involvement interventions as having a moderate impact	<ul style="list-style-type: none"> In-built ParentGym evaluation systems 	From spr term Kamelia	1, 4	£1,980
d) Implement adapted behaviour management policy taking into account the feedback and ideas from all stakeholders to address behaviour issues arising in 2019/20		See a.) above	<ul style="list-style-type: none"> Monitoring of half-termly behaviour records 	Kamelia	4	£679
TOTAL						£24,936

Lancasterian Primary School

JOB DESCRIPTION



POSITION:	Pupil Premium Focus Teacher <i>N.B. This is a non-class based teaching role</i>
GRADE:	Main Pay Scale/UPS - according to current salary <i>N.B. This is not a TLR role</i>
RESPONSIBLE TO:	The Governors of Lancasterian Primary School
REPORTING TO:	Assistant Head for Inclusion

PURPOSE OF THE POST

- The Pupil Premium Focus Teachers will take the lead role in raising the achievement of Pupil Premium children across the school, primarily through the development and provision of quality first teaching.
- This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document and having regard to the National Standards for Teachers.
- Members of staff should at all times work within the framework provided by the school's policy statements to fulfil the general aims and objectives of the School Improvement Plan.
- Appropriate professional development and support will be provided.

CONDITIONS OF SERVICE

As described in the School Teacher's pay and conditions of service document Part X.

MAIN DUTIES AND RESPONSIBILITIES

The two Pupil Premium teachers will be expected determine their own effective working partnership in order to achieve the duties and responsibilities outlined below.

1. Achievement

- To diminish the difference between the achievement of Pupil Premium children and others across subjects throughout the school.
- To ensure accelerated progress for an increasing number of Pupil Premium children.
- To increase the number of Pupil Premium children who are working at least at age related expectation.
- To increase the number of Pupil Premium children who are working at greater depth.
- To ensure that Pupil Premium children's work demonstrates clear evidence of progress and appropriate standards of presentation.
- To model and promote high aspirations for Pupil Premium children's achievement with the children themselves, their parents and staff, both in terms of school attainment/progress and future careers aspirations.

2. Leadership and Management

- To devise the Lancasterian Primary School Pupil Premium Strategy, monitor its implementation and evaluate its success, with the support of the Head Teacher.
- To take a leading role in delivering the Lancasterian Pupil Premium Strategy, creating own termly workplan and devising own weekly timetable.
- To record, analyse, report on and share Pupil Premium children's achievement data, identifying strengths and areas for development and using this information to adapt and develop approaches, particularly through Pupil Progress Review meetings.
- To monitor provision for Pupil Premium children through existing systems (learning walks, lesson observations, work scrutinies, etc.) and provide effective feedback and professional support according to outcomes.
- To increase staff awareness and understanding of the needs of Pupil Premium children, and how these can best be met in a primary school setting.
- To work with subject leaders to ensure that the organisation, planning, scaffolding and implementation of the school curriculum meets the needs of Pupil Premium children, within the requirements of school policies and the schools aims and objectives and the National Curriculum.
- To work with subject leaders in order to develop and foster classroom practice which supports the needs of Pupil Premium children throughout the curriculum and effectively meets their needs.
- To organise and record all weekly planned and unplanned cover arrangements across the school, liaising with supply agencies when cover cannot all be provided internally, and ensure all key staff are aware of these arrangements.
- To plan, bid for and monitor a Pupil Premium budget, to support work on this area across the school, and to allocate resources strategically according to need.
- To contribute to the development and review of school policies and aims where these relate to Pupil Premium children.

3. Teaching

- To demonstrate high standards of planning, quality first teaching and feedback & marking in accordance with school policies in all teaching duties and responsibilities below.
- To provide high quality cover for day-to-day or long term teacher absence across the school (sickness, CPD release, leadership time release, etc.).
- To team teach with teachers, teaching assistants and nursery nurses in order to develop their practice in relation to raising achievement for Pupil Premium children.
- To provide occasional support for teachers to enable them to work with focus groups of Pupil Premium children in class according to need.
- To plan and deliver/oversee additional short-term afternoon teaching interventions for Pupil Premium children in order to raise their achievement.
- To provide before and after school 'booster' support for Pupil Premium children according to need.
- To provide support in PPA time for teachers in relation to planning for and assessing Pupil Premium children.

4. SEN/EAL/Additional Needs

- To demonstrate a thorough understanding and commitment to all aspects of inclusion.
- To show an awareness and understanding of the specific needs of all children in the class.

- To provide information concerning Pupil Premium children with Special Educational Needs, liaise with SLT and/or support agencies when required and devise Individual Education Plans, giving due regard to the SEN Code of Practice where applicable.
- To work in collaboration with the SLT to ensure that support for Pupil Premium children with other additional needs (e.g. EAL) is in line with the overall approach to raising standards at the school.
- To share responsibility for Pupil Premium children's well-being, informing the appropriate member of the SLT of any concerns and keeping the SLT informed about the children's learning and development.

5. Professional Development

- To deliver staff training (whole staff, small group, 1:1) in order to carry out the duties outlined in **1.)** to **4.)** above.
- To be fully informed and up to date with educational theory and practice in relation to Pupil Premium children, as well as school and local authority policies, paying particular regard to the implementation of the National Curriculum.
- To keep-up-to-date with current educational thinking and practice in relation to Pupil Premium children, both by study and by attendance at courses, workshops and meetings.
- To review and evaluate own teaching practice and participate in arrangements for appraisal, training and professional development.

6. Pupil Premium Parental Involvement

- To effectively communicate and liaise with Pupil Premium parents and carers on their children's learning and progress, primarily through organising and leading post Pupil Progress Review parental meetings for children causing concern.
- To participate in open days/evenings and consultations with Pupil Premium parents and carers.
- To work in collaboration with senior and middle leaders on work related to encouraging Pupil Premium parental involvement in raising standards (e.g. parent workshops).

7. Discipline and Relationships

- To maintain and promote high expectations for learning behaviour, attendance and punctuality from Pupil Premium children, in line with school policies and in collaboration with the pastoral care team.
- To work with the pastoral care team to reduce the number of Pupil Premium children reaching stages 1, 2 or 3 and to support those who are having difficulty managing their own behaviour.
- To maintain good order, discipline and respect for others among pupils.
- To promote understanding of the school's rules and values.
- To develop relationships with and between pupils conducive to optimum learning.

8. Corporate life

- To attend staff meetings, INSET activities and other school events.
- To take part in the corporate life of the school (e.g. attending assemblies, taking part in fundraising events, being part of the team organising concerts).
- To assist the school by taking other responsibilities within the school as agreed with the head teacher and SLT, depending on the strengths/interests of the teacher and the present needs of the school.
- To undertake other duties appropriate to the post that may reasonably be required from time to time.

9. Safeguarding

KEY: Success Criteria Milestones: **Met** **Not Met** **Unable to complete - COVID** Actions: **Completed** **In Process** **Unable to Complete/No Longer Required** **Unable to complete - COVID**

- To take responsibility for safeguarding and promoting the welfare of children.
- To ensure the health and safety of the children.

10. Equality policies

- To help ensure that subject matter and learning resources reflect borough and school policies on equality, and that the implications of these policies are borne in mind in relation to all tasks and duties listed in 1 - 8 above.

COMPETENCIES

	Essential	Desirable
Education	1. Qualified teacher status	1. Higher qualification (e.g. masters, NPQML, etc.) or already working towards this
Professional Development	2. Evidence of professional development in relation to Quality First Teaching 3. Evidence of professional development in relation to meeting the needs of Pupil Premium children	2. Evidence of leading professional development in relation to Quality First Teaching 3. Evidence of leading professional development in relation to Pupil Premium children
Teaching and learning	4. Successful track-record in teaching in the Lancastrian (or similar) context, evidenced through good+ pupil achievement 5. Evidence of raising achievement for Pupil Premium children 6. Experience in a wide range of effective strategies for teaching and learning, including the use of assessment for learning 7. Experience of adapting teaching approaches to meet the specific needs of Pupil Premium children	4. Experience teaching in EYFS <u>and</u> key stages 1 <u>and</u> 2 5. Evidence of raising achievement for Pupil Premium children beyond own classroom
Leadership and Management	8. Experience of leading subjects/initiatives/projects beyond just own class within a school setting, including managing budgets/resources 9. Understanding of the role which school leaders play in helping to raise standards and achievement 10. Evidence of having had an impact on teaching and learning beyond just own class 11. Experience of helping others to manage change 12. Awareness of the Primary National Curriculum and current developments in education in relation to Pupil Premium children	6. Involvement in developing, delivering and monitoring aspects of a school or subject development or action plan
Standards and achievement	13. Understanding of – and a commitment to – high achievement for all 14. Experience of implementing strategies to evaluate own and others’ teaching standards 15. Knowledge and skills in target setting and assessment processes and the effective use of data to improve teaching and learning, including in relation to Pupil Premium children	

KEY: Success Criteria Milestones: **Met** **Not Met** **Unable to complete - COVID** Actions: **Completed** **In Process** **Unable to Complete/No Longer Required** **Unable to complete - COVID**

	16. Knowledge of the SEN code of practice	
Interpersonal	17. Ability to act on own initiative, taking responsibility for tasks without daily direct supervision 18. Positive, enthusiastic and motivated approach to working with children and colleagues 19. Ability to establish and maintain good relationships with pupils, colleagues and parents, including dealing sensitively with people and resolving problems 20. Excellent organisational skills, supported by the use of ICT, and an ability to effectively prioritise	