

Pupil Premium Grant Impact Report 2019-20

Summary information					
School	Lyminster Primary School				
Academic Year	2019-20	Total PP budget	£48,628.66	Date of most recent PP Review	July 2020
Total number of pupils	215	Number of pupils eligible for PP	35	Date for next internal review of this strategy	New strategy document

Review of expenditure			
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Improve attainment in mathematics through use of Gap Analysis.	<ul style="list-style-type: none"> - Use 'Gap Analysis' tool on Target Tracker to identify and target teaching. - Specialist teaching staff employed to deliver bespoke learning opportunities in Upper Key Stage 2 	<ul style="list-style-type: none"> - More children in receipt of PPG are on track than ever before. - End of KS2 outcomes have improved, including both the number of children on track and those achieving greater depth. - Books demonstrate quicker and more meaningful addressing of misconceptions. 	<ul style="list-style-type: none"> - Approaches to continue next year. Ensure that PPG <u>always</u> receive priority, and when progress is monitored, ensure that PPG remain the core focus of intervention or booster groups.

ii. Targeted support			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Improve oral language skills for pupils eligible for PP in Reception and Year 1.	<ul style="list-style-type: none"> - A broader range of experiences, including within the outdoor environment to encourage peer to peer speech and narrative development. - Screening tools to identify speech production and/or language difficulties. - Targeted support delivered by the in class team. Referral to the Speech and Language Therapy team, if appropriate.	<ul style="list-style-type: none"> - There is one child in receipt of PPG in Reception. She has very good oral skills which have enabled her to complete the year assessed as GLD. - Screening information in Year 1 has supported successfully engaging external professionals. - Whilst there are a variety of outdoor experiences available, there is potential to enhance 'Forest School' style experiences. 	<ul style="list-style-type: none"> - Although a variety of screening tools have been used this year, in future the speech and language Progression Tools will be the first choice for screening pupils with suspected SEN.
Increase attendance rates (including fewer instances of lateness) for eligible pupils.	<ul style="list-style-type: none"> - Implementation of a rigorous school system to monitor and react to attendance issues. 	<ul style="list-style-type: none"> - This year PPG attendance has improved in Year groups 1- 4 and remains broadly in line in Year 6. Individual circumstances have brought down the overall attendance figure for this group of pupils in Year 5. - An additional, informal warning letter has been added to the whole school procedure. 	<ul style="list-style-type: none"> - Maintain proactive relationships with families.

iii. Increase attendance rates (including fewer instances of lateness) for eligible pupils.			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Promote reading for pleasure to improve to make long term improvements to reading outcomes.	<ul style="list-style-type: none"> - Employment of a Reading Mentor with expertise and experience in encouraging children to read for pleasure. - Improve access to the school library through the Reading Mentor. 	<ul style="list-style-type: none"> - Anecdotally, children report greater enjoyment of reading. They like to talk to the Reading Mentor about books. - Increasing numbers of children, both PPG and non PPG are now on track in reading. Progress measures indicate that the overall gap is closing. 	<ul style="list-style-type: none"> - Continue to develop and increased range of high quality, challenging texts that are appealing to readers. - 'Reading ages' are used by some teachers as progress measures. It is recognised that this screening does not reflect the wider skills needed. Internal tracking data has proven to be far more valuable.
To allow those experiencing social, emotional and wellbeing difficulties to access the curriculum.	<ul style="list-style-type: none"> - 1 to 1 mentoring, including resilience coaching. - 1 to 1 play therapy - Small group Forest School sessions - Whole class PSHE lessons 	<ul style="list-style-type: none"> - There are a number of children in school who are eligible for PPG who also have extremely challenging home lives. This continue, despite intervention from Early Help, Play Therapy and mentorship. - Children receiving Play Therapy report that they found it beneficial and have increased confidence. They tell us that they are not worrying as much as they were before the therapy and are able to contribute more in class. Parent and teacher voice also articulate a consistently noticeable improvement in the all children's self-confidence. 	Resourcing staffing for forest school has been challenging this year and needs reviewing next year, to allow it to run more regularly across the year.