



Lindridge Primary School Pupil Premium Strategy Statement 2020-21

Three Year Strategy 2020-2023

Gov UK DfE recommend that you:

- take a longer-term approach to planning how to use the grant (for example, over 3 year period)
- update your online statement at least once a year, starting from late in the autumn term

School overview 2020-21 Review 26.04.2021

Metric	Data
School name	Lindridge Primary School
Pupils in school	70
Proportion of disadvantaged pupils	Number 14 Percentage – 20% NA 17.3%
Pupil premium allocation this academic year	Ever 6 14 - £12,105.00 Post LAC 2 - £7,035.00 Total £19,140.00
Academic year or years covered by statement	2020-21
Publish date	30 th September 2020
Review date	1 st September 2021
Statement authorised by head teacher	Amanda Greenow-Langford
Pupil premium lead	Amanda Greenow-Langford
Governor lead	Caroline Palethorpe

Disadvantaged pupil performance overview for last academic year 2019-20 [14 children IN SCHOOL]

Measure	Standard
Meeting expected standard [EXP+] READ	67%
Achieving greater depth [GDS] READ	42%
Meeting expected standard [EXP+] WRITE	67%
Achieving greater depth [GDS] WRITE	8%
Meeting expected standard [EXP+] MATHS	67%
Achieving greater depth [GDS] MATHS	25%

1. Teaching priorities for current academic year 2020-21 [14 PP children in school]

Aim	Target	Target date
Progress in Reading	Achieve at least national average progress scores in KS1 and KS2 Reading (0)	July 21
Progress in Writing	Achieve at least national average progress scores in KS1 and KS2 Writing (0)	July 21
Progress in Mathematics	Achieve at least national average progress scores in KS1 and KS2 Maths(0)	July 21
Phonics	Achieve national average expected standard in Phonics Screening Check	July 21
Other	Improve attendance of disadvantaged pupils to LA average (98.5%)	July 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1



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1. Teaching priorities for current academic year 2020-21 [14 PP children in school]

Measure	Activity
Priority 1	Retention of high quality, experienced class teachers and teaching assistants to provide quality first teaching.
Priority 2	Class teachers to work with the English lead to deliver effective strategies to support the teaching of reading and purchase good quality texts to support reading to embed teaching for reading across all year groups; at an individual, group and class level.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions.
Projected spending	£8,000

2. Targeted academic support for current academic year 2020-21

Measure	Activity
Priority 1	Teach metacognition and self-regulation strategies to aim to help pupils think about their own learning more explicitly, teaching specific strategies for planning, monitoring and evaluating their learning. To give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.
Priority 2	Establish small group reading interventions for disadvantaged pupils falling behind age-related expectations
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in core skills in writing – typical area of weakness
Projected spending	£4,000

3. Wider strategies for current academic year 2020-21

Measure	Activity
Priority 1	CPD for whole school staff on Mental Health and Wellbeing, Recovery Curriculum and use of SCARF Resources for PHSE and RSE education.
Priority 2	Purchase of SCARF resources to support social and emotional well-being and positive behaviour and relationship education.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£2,000



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Monitoring and Implementation

Area	Challenge	Mitigating action
1. Teaching	Quality time is given over to allow for staff professional development.	Use of INSET days and SEND expertise along with additional cover being provided by HT.
2.Targeted support	Ensuring enough time for school English-lead to support.	English lead given time to work with teachers to share strategies and support the planning of interventions for teaching of reading.
3.Wider strategies	Engaging the families facing most the challenges.	Working closely with PHSE lead, SENDco, PP lead and Inclusion lead along with other agencies to support families.

Review: last year's aims and outcomes 2019-20

Aim	Outcome
Progress in Reading and Writing	Steady improvement in disadvantaged pupil progress from Sept – March [COVID 19]
Progress in Mathematics	Steady improvement in disadvantaged pupil progress from Sept – March [COVID 19]
Phonics	Steady improvement in disadvantaged pupil progress from Sept – March [COVID 19]
Attendance	Improvement in attendance since last year Sept – March [COVID 19].