

LOWBROOK ACADEMY
PUPIL PREMIUM GRANT EXPENDITURE
Report for: Review of 2019/20 & Planned Provision for 2020/21

2020-21 Allocation of Pupil Premium Grant Funding

Number of pupils and pupil premium grant (PPG) expected to be received	
Number of pupils on roll	330
Total number of pupils eligible for PPG	14
Amount of PPG expected to be received per pupil	£9,415 (£1,345 for 7 children on FSM or E6) + £16,415 (£2,345 for each of 7 children adopted from care/under an SGO)
Total amount of PPG expected to be received	£25,830

There are 14 pupils currently entitled to the Pupil Premium Grant funding for academic year 2020-2021.

Key Stage	No. of pupils
Early Years Foundation Stage	0
Key Stage One	2
Key Stage Two	12

Provisions to date include:

Provision / Project	Objective	Projected outcomes
Extending school hours		
Year 5 & 6 study support	To extend school hours: Programme of revision for SATs.	Increased attainment in KS2 English and Maths.
One to one tuition	To offer individualised support at all levels: Targeted support to be provided for children to address misconceptions, gaps and weaknesses. Research shows that small group tuition impacts positively on learning. Pupils are identified at pupil progress meetings and through in year assessment. Impact is measured through ongoing teacher	Increased confidence through discussion and increased attainment in English and Maths.

	assessment and through national testing.	
Curriculum support		
Small groups in writing, reading and maths in KS2. Small groups in writing, phonics and maths in KS1.	To offer individualised support at all levels: Small group work to extend children's writing, reading and maths skills, and develop 'mastery' across core subjects. Research shows that small group tuition impacts positively on learning. Pupils are identified at pupil progress meetings and through in year assessment. Impact is measured through ongoing teacher assessment and through national testing.	Increased self-esteem, attitudes to learning, sense of well-being; and enjoyment of school. Increased attainment in writing, reading and maths.
Feedback sessions	To offer extra feedback to support pupil premium eligible students to raise attainment levels: Regular one to one daily feedback sessions to discuss the morning's work and any issues that require attention.	Developed oracy skills and self-evaluation through children being given the opportunity to act on feedback and improve work. Increased attainment in writing, reading and maths.
Renewal and continued implementation of new Rapid Reading intervention	To increase rates of progress for disadvantaged pupils in reading across KS2.	Increased attainment in reading. Increase in self-confidence when tackling reading activities.
Purchase and implementation of My Maths	To increase rates of progress for disadvantaged pupils in maths across KS1 and KS2.	Increased attainment in maths. Increased self-confidence when tackling maths problems and reasoning.
Purchase and implementation of Spelling Made Easy Spelling Intervention	To increase rates of progress for disadvantaged pupils in spelling across KS1 and KS2.	Increased attainment in SPAG/Writing. Increased self-confidence when tackling extended pieces of writing.
Enrichment activities		
Residential trip school subsidy	To extend school hours and build belief: Children to be offered residential place in multi-activity centre.	Increased self-confidence, greater independence, better team-working, collaborative skills. Engage pupils in their learning. Build relationships.

		Development of confidence and resilience as well as widening understanding of the world.
Social and sports development activities	To extend school hours and build belief: Children to be offered places at clubs run by external agencies after school.	Increased social interaction and confidence and an understanding of importance of teamwork and sportsmanship.
School trips subsidy	To enhance the curriculum, ensure the children are able to participate and give the children the opportunity to experience new and exciting activities.	Increased subject knowledge and retention in curriculum areas and improved attitude to learning. Engage pupils in their learning. Build relationships. Development of confidence and resilience as well as widening understanding of the world.
Pastoral, social and emotional well-being		
Participation in music tuition	To provide equality of opportunity and improved individual pupil engagement in school life. To receive high quality music teaching and instrument tuition and to foster a love of the arts.	Equality of opportunity to make a difference to self-esteem and transfer to increased participation and consequently attainment in academic lessons. Research shows that engagement in musical activities greatly enhances academic performance and engagement in learning.
Participation in language tuition	To give pupils the opportunity to receive high quality MFL teaching and to prepare them for the future world. Modern Foreign Language (MFL French) delivered by a qualified French Teacher.	Equality of opportunity to make a difference to self-esteem and transfer to increased participation and consequently attainment in academic lessons. To aid the development of children's social skills, self-confidence and broaden horizons which encourage positive attitudes to people of other cultures. To build relationships, enabling the development of confidence and resilience as well as widening understanding of the world.
Purchase of school uniform	To remove barriers associated with cost of school uniform	To instil pride and belonging and facilitate inclusivity.

Social development group sessions	To improve self-esteem, confidence and encourage relationships within school and the wider environment.	Increased self-confidence and better attendance. · Development of self-esteem and positive interactions with others.
ELSA Support / Pastoral Care Advisor	To ensure vulnerable children and those experiencing social & emotional issues are well supported	
Purchase of Private Speech and Language Package for previously looked after child with speech sound and vocabulary difficulties	To support children with difficulties with speech to further help them access the curriculum and articulate themselves proficiently.	Strategies and resources provided to class teachers, TAs, parents. 1:1 sessions with pupils. By aiding with speech and vocabulary difficulties children are able to better access their learning and articulate needs and wants, enabling better choices in behaviour. Building on the progress from last year, the SALT therapist will work on her phonological processing skills in order to underpin the continuing development of her literacy skills, particularly as she will be working towards the KS1 SATs.
Breakfast Club & After School Club	To support families that struggle to get children to school on time and ready to learn. To extend school hours and build belief. To overcome barriers, improve attendance and punctuality.	Places provided in Breakfast club enable children take part in a range of enrichment activities. Attendance at breakfast club: - enables and increases learning by ensuring that children are fed a nutritional breakfast and that they have a positive start to the day; - supports social development. The impact is measured through attendance data and through attainment.

Last year, we implemented a new initiative based on further research by the Education Endowment Foundation which initially provided us with the basis for our Pupil Premium Feedback Project back in 2015.

The new initiative was to provide a mentor to all Pupil Premium Children whereby they meet on a weekly basis to discuss targets, well-being, achievements, etc. Research shows that Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.

The mentoring sessions are designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. Research shows that metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.

A member of the SLT is assigned 2/3 pupils and they meet with these pupils once a week, with all sessions documented and filed in the pupils' case study folders. The impact of this is monitored over the course of this academic year.

Key Stage 2

Historic RAISEonline Data also shows that, over time, children on FSM at the school have always performed well: (N.B) there were no PPG children in KS2 in academic year 2017-18.

Previous performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least 6 months)			
	2014-15		
	All	Boys	Girls
% of PPG pupils achieving Level 4 in Maths	100%	100%	N/A
% of PPG pupils achieving Level 4 in Writing	100%	100%	N/A
% of PPG pupils achieving Level 4 in Reading	100%	100%	N/A
% of PPG pupils achieving Level 5 in Maths	100%	100%	N/A
% of PPG pupils achieving Level 5 in Writing	100%	100%	N/A
% of PPG pupils achieving Level 5 in Reading	50%	50%	N/A
% of PPG pupils achieving Level 6 in Maths	0%	0%	N/A
% of PPG pupils achieving Level 6 in Writing	0%	0%	N/A
% of PPG pupils achieving Level 6 in Reading	0%	0%	N/A

Previous performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least 6 months)												
	2015-16			2016-17			2017-18			2018-19		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
% of PPG pupils achieving Expected in Maths	100%	100%	100%	100%	100%	N/A	N/A	N/A	N/A	100%	100%	N/A
% of PPG pupils achieving Expected in Writing	100%	100%	100%	100%	100%	N/A	N/A	N/A	N/A	100%	100%	N/A

% of PPG pupils achieving Expected in Reading	100%	100%	100%	100%	100%	N/A	N/A	N/A	N/A	100%	100%	N/A
% of PPG pupils achieving Greater Depth in Maths	100%	100%	100%	100%	100%	N/A	N/A	N/A	N/A	100%	100%	N/A
% of PPG pupils achieving Greater Depth in Writing	0%	0%	0%	0%	0%	N/A	N/A	N/A	N/A	0%	0%	N/A
% of PPG pupils achieving Greater Depth in Reading	0%	0%	0%	100%	100%	N/A	N/A	N/A	N/A	50%	50%	N/A

Current performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least 6 months)			
	2019-20		
	All	Boys	Girls
% of PPG pupils achieving Expected in Maths	100%	100%	100%
% of PPG pupils achieving Expected in Writing	100%	100%	100%
% of PPG pupils achieving Expected in Reading	100%	100%	100%
% of PPG pupils achieving Greater Depth in Maths	50%	100%	0%
% of PPG pupils achieving Greater Depth in Writing	75%	100%	50%
% of PPG pupils achieving Greater Depth in Reading	75%	100%	50%

Pupil Premium Attainment at end of Key Stage 1 and Early Years Foundation Stage

During academic year 2019-20, we had one pupil premium child on roll at the end of **Key Stage 1 (Year 2)**. This child achieved 'Expected' level in Reading and was Working Towards Expected standard in Writing and Maths. This child continues to receive individual and small group interventions to support across Writing and Maths in KS2.

At the end of **Year 1**, the 2 pupil premium children passed their phonics screening.

Whilst the picture looks very strong the Academy acknowledges that all PPG children need continuous monitoring and support, in particular the small minority of children who are working at one step below their peers (as defined by Target Tracker). They continue to be carefully this academic year to ensure they work towards closing their gap.

Overall, good progress has been made in narrowing the gap for each pupil receiving Pupil Premium Grant Funding, and this will continue to be monitored each term.