

# Pupil Premium Strategy Statement: Lemington Riverside Primary School 2020-2021

1. Summary information					
School	Lemington Riverside Primary School				
Academic Year	2020/2021	Total PP budget (budgeted) including post LAC and service children	£130,470	Date of most recent PP Review	
Total number of pupils	168	Number of pupils eligible for PP including post LAC and service children	98 (October Census 2020)	Date for next internal review of this strategy	07/2021
<div><div></div><div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div></div><div></div></div><div><div></div><div></div></div></div> <ul style="list-style-type: none"><li>▪ Due to COVID 19 and the three national lockdowns, no statutory or non-statutory end of year assessments are taking place in the 2020/2021 academic year.</li><li>▪ Nationally, current academic research from the NFER (National Foundation for Educational Research) states that the average child is 8 months behind in terms of academic progress due to Covid-19.</li><li>▪ The assessment data below is based on teacher assessments.</li></ul>					
2a. Current attainment – End of Reception					
Total children in Reception: 26 Number of children eligible for Pupil Premium: 22 (85%) Number of children not eligible for Pupil Premium: 4 (15%)	Pupils eligible for PP		Pupils not eligible for PP		National Average
% achieving Good Level of Development	41%		100%		71.5%
% achieving expected standard in reading	50%		100%		77%
% achieving expected standard in writing	50%		100%		73.7%
% achieving expected standard in maths	72%		100%		79.6%
2b. Current attainment – End of Key Stage One					
Total children in Year 2: 20 Number of children eligible for Pupil Premium: 15 (75%) Number of children not eligible for Pupil Premium: 5 (25%)	Pupils eligible for PP		Pupils not eligible for PP		National Average
% achieving expected standard in reading, writing and maths (GDS)	27% (GDS 0%)		60% (GDS 0%)		67% (GDS 13%)
% achieving expected standard in reading (GDS)	67% (GDS 13%)		80 % (GDS 20%)		75% (GDS 25%)
% achieving expected standard in writing (GDS)	33% (GDS 0%)		60% (GDS 0%)		69% (15%)
% achieving expected standard in maths (GDS)	53% (GDS 13%)		80% (GDS 20%)		76% (22%)

<b>2c. Current attainment – Year 1 Phonics</b>			
Total children in Year 1: <b>24</b> Number of children eligible for Pupil Premium: <b>17 (71%)</b> Number of children not eligible for Pupil Premium: <b>7 (29%)</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
<b>% achieving expected standard in phonics (Year One)</b>	40%	70%	81.9%

<b>2d. Current progress – End of Key Stage 2</b>			
Total children in Year 6: <b>15</b> Number of children eligible for Pupil Premium: <b>5 (33%)</b> Number of children not eligible for Pupil Premium: <b>10 (67%)</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
<b>% achieving expected progress in reading</b>	80%	100%	
<b>% achieving expected progress in writing</b>	80%	100%	
<b>% achieving expected progress in maths</b>	80%	80%	
<b>% achieving greater than expected progress in reading</b>	0%	0%	
<b>% achieving greater than expected progress in writing</b>	0%	0%	
<b>% achieving greater than expected progress in maths</b>	0%	0%	
<b>2e. Current attainment – End of Key Stage Two</b>			
Total children in Year 6: <b>15</b> Number of children eligible for Pupil Premium: <b>5 (33%)</b> Number of children not eligible for Pupil Premium: <b>10 (67%)</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>National Average in Y6</i>
<b>% achieving expected standard in reading, writing and maths (GDS)</b>	60% (20%)	70% (0%)	65%
<b>% achieving expected standard in reading (GDS)</b>	80% (40%)	80% (10%)	73%
<b>% achieving expected standard in writing (GDS)</b>	80% (20%)	80% (10%)	78%
<b>% achieving expected standard in maths (GDS)</b>	80% (20%)	70% (10%)	79%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	High percentage of children in EYFS and KS1 with identified speech and language barriers, exacerbated by the Covid-19 pandemic and lockdowns.	
B.	Decreasing pass rate in Y1 phonics screen.	
C.	Improve the % of children entitled to the Pupil Premium who achieve GDS in the core subjects at the end of KS1 and KS2.	
D.	Low level of cultural capital for children which impacts on reading and writing progress due to lack of experiences.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
E.	High level of persistent absenteeism, which had been successfully tackled in 2019 and early 2020, but has increased again following the Covid-19 lockdowns.	
F.	Increased level of social, emotional and mental health issues in children and families, due to the Covid-19 pandemic and associated lockdowns.	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	We want all of our children to access high quality speaking and listening opportunities every day in school through quality first teaching and a high quality learning environment. We want to ensure that all children who require additional support for speech and language receive high quality interventions within school. We will measure the success of our interventions through the % of children reaching GLD in Reception and the % of children passing the phonics screen in Year 1.	<ul style="list-style-type: none"><li>✓ The % of children making accelerated progress in speaking and listening will increase following the LIVELY and NELI interventions.</li><li>✓ The % of children reaching GLD will be close to the national average (we will also consider the impact of Covid-19 and lockdown closures when measuring this).</li><li>✓ The % of children passing the Year 1 Phonics Screen will be close to the national average (we will also consider the impact of Covid-19 and lockdown closures when measuring this).</li></ul>
B.	We want all of our children to be confident readers and writers by the end of Key Stage 1. We want to ensure all of our children receive high quality, consistent teaching of phonics and early reading and writing skills throughout the Early Years Foundation Stage and Key Stage 1. We want to increase the proportion of children eligible for the Pupil Premium achieving GDS at the end of Key Stages 1 and 2 in the core subject areas.	<ul style="list-style-type: none"><li>✓ The % of children reaching GLD will be close to the national average (we will also consider the impact of Covid-19 and lockdown closures when measuring this).</li><li>✓ The % of children passing the Year 1 Phonics Screen will be close to the national average (we will also consider the impact of Covid-19 and lockdown closures when measuring this).</li></ul>
C.	We want to increase the proportion in KS1 and KS2 achieving a GDS outcome in the core subjects at the end of Key Stages 1 and 2. We will measure this through our ongoing teacher assessed judgements and through the NFER tests (in the absence of the statutory assessments in 2021).	<ul style="list-style-type: none"><li>✓ The % of children eligible for Pupil Premium in key stages 1 and 2 achieving GDS will increase in line with the national averages.</li></ul>

<b>D.</b>	Lemington Riverside Primary School is located in the 3,138 <sup>th</sup> most deprived neighbourhood out of 32,844 neighbourhoods nationally. In terms of crime, the neighbourhood is ranked 560 out of 32,844 neighbourhoods nationally. With this in mind, a key priority and focus for the school is to raise aspirations for our children and ensure that they have equality in access to cultural capital as their peers across Newcastle upon Tyne. Research shows that in order for children to be successful, creative readers and writers they need a broad experience of life and cultural experiences.	<ul style="list-style-type: none"> <li>✓ The gap between those achieving end of key stage outcomes who are Pupil Premium and non-Pupil Premium will narrow.</li> <li>✓ The gap between those achieving Greater Depth at the end of each Key Stage who are Pupil Premium and non-Pupil Premium will narrow.</li> </ul>
<b>E.</b>	From the beginning of 2019 to March 2020 the school successfully decreased the % of children who were defined as persistent absentees (less than 90%) from 20% to 9%. Since the period of Covid-19, persistent absenteeism has increased again. We want to decrease the level of persistent absenteeism back below 10% by July 2021 (the national average in primary schools was 13% in Autumn Term 2020).	<ul style="list-style-type: none"> <li>✓ % of children are defined as persistent absentees is below 10% of the pupil population.</li> </ul>
<b>F.</b>	The Covid-19 pandemic and the associated lockdowns have caused significant social, emotional and mental health challenges for our children and their families. Lemington Riverside already prioritised SEMH provision for our children through the development of 'The Bridge' in 2019, but since Covid-19 our SEMH offer needed to widen to ensure all of our children received the SEMH support they require.	<ul style="list-style-type: none"> <li>✓ All children requiring social, emotional or mental health support will be offered high quality support and provision within school.</li> <li>✓ The school will invest in high quality CPD for staff members to support them to meet the SEMH needs of our children and also to sign post families to the support they may need.</li> </ul>

3. Planned expenditure					
Academic year	2020-2021				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>A/B.</b> Increase % of children achieving GLD at the end of EYFS/ Increase the % of children passing the Year 1 phonics screen.	High quality teaching of phonics, twice daily, in small groups.	A consistent phonics scheme, taught systematically, at regular intervals, in small groups increased the levels of progress made by children.  See further evidence of the impact of high quality phonics teaching from the EEF: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a>	Monitoring from EYFS, KS1 and English leaders.  Phonics Tracker data used and discussed at Pupil Progress Meetings.	VJ/RT	Termly data reviews and Pupil Progress Meetings.
<b>B/C.</b> Narrow the gap between PP and non PP children achieving age-related expectations in reading in KS1 and KS2. Increase the % of children entitled to the Pupil Premium achieving GDS in reading at the end of KS1 and KS2.	High quality, direct teaching of reading through VIPERS daily. Reading Plus purchased for UKS2.	<b>Reading Plus:</b> “The core curriculum may not be enough to support students with their skill acquisition needs. A supplemental reading program, like Reading Plus can help accelerate student reading gains with: personalised practice, engaging, motivating content, success that builds student’s self-confidence.”  <b>Reading VIPERS:</b> “The 6 domains of VIPERS focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such,	Half termly monitoring of data produced by Reading Plus.  Class teachers will use Reading Plus data termly.  Termly NFER reading tests to measure progress.	RT/CM/GS	Termly data reviews and Pupil Progress Meetings.

		VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards."			
<b>C.</b> Increase the level of PP children achieving GDS in mathematics in KS1 and KS2.	Teaching of mathematics through the Maths Mastery approach. High quality, personalised CPD and coaching for staff members through the maths leader.	See relevant evidence from the EEF on mastery learning: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/</a>	Membership of the Great North Maths Hub.  Attendance of department leaders on maths mastery CPD.  Termly NFER testing to measure progress and analyse gaps in learning.	CM/RT/VJ	Termly data reviews and Pupil Progress Meetings.
Total budgeted cost					<b>£28,000</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A/B.</b> Accelerated progress for children in reading, writing and phonics who are not meeting age related expectations.	Intensive support offered to those children who are not making sufficient progress or meeting age-related expectations due to speech and language barriers through Nuffield Early	Both programmes are DfE approved and led by local universities based on a range of academic research.  See further evidence on Early Years Interventions demonstrating high impact at this link:	Regular review points of children accessing the programmes to measure impact and progress.	VJ/RT	Half termly.

	<p>Language Intervention (NELI) and LIVELY programmes.</p> <p>Increased staffing ratios in EYFS and KS1 to ensure high quality, small group intervention can take place.</p>				
<b>B/C.</b> Narrow the gap between PP and Non PP achievement in mathematics and increase the % of PP children achieving GDS at the end of key stages 1 and 2.	Purchasing of the Doodle Maths subscription.	<p>Proven to accelerate progress in maths and provide bespoke computer-based tuition to pupils in KS1 and KS2.</p> <p>See:  <a href="https://doodlelearning.com/wp-content/uploads/2021/04/Brochure_Doodle_Summer_Term_2021.pdf">https://doodlelearning.com/wp-content/uploads/2021/04/Brochure_Doodle_Summer_Term_2021.pdf</a> </p>	Regular review points of children accessing the programmes to measure impact and progress.	CM/RT/GS	Half termly
<b>B/C.</b> Narrow the gap between PP and Non PP achievement in reading and increase the % of PP children achieving GDS at the end of key stages 1 and 2.	Purchasing of the Lexia subscription.	<p>Proven to accelerate progress in reading and phonics and provide bespoke computer-based tuition to pupils in KS1 and KS2.</p> <p>See:  <a href="https://www.lexiauk.co.uk/proven-results/">https://www.lexiauk.co.uk/proven-results/</a> </p>	Regular review points of children accessing the programmes to measure impact and progress.	RT/CM/GS	Half termly
<b>Total budgeted cost £20,000</b>					



iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>D.</b> Children access the wide cultural capital of Newcastle upon Tyne and the wider North East region.	Further develop the Lemington Riverside Experience offer following Covid-19. Subsidise costs for families.	Many of the children lack the wider cultural and life experiences to enable them to develop into creative and curious learners.	The staff have developed the Lemington Riverside Experience to offer a unique wider cultural offer to the children of Lemington Riverside.	CH/CM/RT/VJ	Termly, adding in new experiences where relevant.
<b>E.</b> Bring the % of children who are persistent absentees below 10%.	Well-established Family Support Worker to work in the school for an additional day per week from Easter 2021.	FSW knows families extremely well and has worked with the Headteacher to develop the current attendance systems in the school which were proving to be successful prior to the Covid-19 pandemic.	Fortnightly RAG meetings focusing on attendance. Intensive monitoring of the attendance of children who are currently persistent absentees.	CH/PS	Fortnightly review meetings. Termly reports on data to Governing Body.
<b>E.</b> Bring the % of children who are persistent absentees below 10%.	Incentives for pupils and families to establish positive attendance patterns.	See academic study supporting the use of positive incentives to improve attendance: <a href="https://attendancemattersmagonline.co.uk/early-intervention-raising-attendance-in-primary-schools-4/">https://attendancemattersmagonline.co.uk/early-intervention-raising-attendance-in-primary-schools-4/</a>	Consistent use of rewards (weekly, termly, annually) to ensure children are positively encouraged to attend well.	CH/PS	Fortnightly review meetings. Termly reports on data to Governing Body.
<b>F.</b> Ensure all SEMH needs are met in school through the development and expansion of 'The Bridge' provision.	Renew 'Thrive' license and ensure that SEMH teaching assistant and SENDCo continue to attend high quality CPD.	Through the development of 'The Bridge' provision, personalised intervention maps were developed for a significant number of children who were classed as at risk from fixed term exclusion in 2019. There have now been no fixed term exclusions at the school in over 1.5 years. Following Covid-19 and the associated lockdown, there has	Attendance of SEMH teaching assistant at SLT vulnerability RAG meetings.  Review of Thrive plans.  SENDCo and SEMH TA to work closely to identify needs and next steps.	LA	Twice monthly vulnerability RAG meetings.



	Further dedicated time for SEMH teaching assistant to staff 'The Bridge'.	been a sizeable increase in the % of children entitled to the PP who are in need of SEMH support.			
<b>Total budgeted cost</b>					£82,470

Review of Expenditure				
Previous Academic year		2019-2020		
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned (and whether you will continue with this approach)	Cost
Improve the consistency of the teaching of mathematics across the school.	Embed the maths mastery approach in line with the school's new partnership with the Great North Maths Hub. Purchased the Power Maths scheme, including text books and work books for all pupils.	Consistent teaching of the mathematics across the school from EYFS to Y6.  From pupil surveys, children are enjoying maths and a higher proportion say that maths is their favourite subject.	This approach worked superbly to improve the consistency of mathematics teaching and learning across the school.  Next steps are to look at catch-up programmes that will enable those pupils who have fallen behind due to Covid-19 to catch up quickly.	£35,000
Adopt a consistent phonics, reading and handwriting scheme to improve outcomes in English.	New phonics scheme and related staff CPD were purchased – Monster Phonics.  Investment was made in purchasing new reading scheme materials for EYFS and KS1.  New handwriting scheme was purchased with supporting resources.	Consistent phonics teaching across EYFS and KS1. Relevant KS2 catch-up also offered for those children in need.  Improved engagement in home reading due to purchase of new reading scheme materials which matched the new phonics scheme.  Improved handwriting and presentation in children's book through new consistent approach to teaching handwriting.	Continue to embed the new phonics, reading and handwriting schemes.  Invest in new home reading books for Key Stage 2.	

Narrow the gap between outcomes in reading for PP and non-PP children further, and increase the number of PP children achieving GDS in reading at the end of KS2.	Purchased the Reading Plus software package for children in Y5 and Y6.	Some good progress was noted but this was interrupted due to the Covid-19 pandemic.	Continue with Reading Plus with the addition of Lexia so that the programme can be widened across the full school from Reception upwards.
---	--	---	---

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned (and whether you will continue with this approach)	Cost
Support children who are at risk of fixed term or permanent exclusion by ensuring their SEMH and educational needs are met.	<p>Develop 'The Bridge' – an in-house SEMH provision.</p> <p>Train a specialist pastoral teaching assistant who will lead 'The Bridge', plus an additional teaching assistant to support.</p> <p>Continue to develop the 'Thrive' approach and embed it's key principles in 'The Bridge'.</p>	<p>Fixed term exclusions reduced significantly – there have been no fixed term exclusions for 1.5 years now.</p> <p>Personalised plans were made for all children at risk of exclusion – vast majority were successful supported to re-integrate into the mainstream classroom. For the small number of children where this not achievable, the school worked with the Local Authority to secure places at suitable alternative provision.</p> <p>Specific 'Thrive' training was attended by the pastoral teaching assistant and then filtered to the rest of the staff team.</p> <p>Individual, small group and whole-class Thrive sessions were</p>	'The Bridge' has been extremely beneficial to a wide range of children at the school and PP funding will again be used to build upon the success of 2019/2020. There is an ever increasing need for SEMH support in the school, particularly following the Covid-19 pandemic.	<b>£36,000</b>

		provided through 'The Bridge' benefiting the SEMH needs of a wide range of pupils.		
--	--	--	--	--

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned (and whether you will continue with this approach)	Cost
Reduce the levels of persistent absenteeism across the school to at least in line with the 2018/2019 national average of 10.9%.	<p>Introduce a system of positive rewards and incentives to encourage good attendance in pupils.</p> <p>Family Support Worker appointed to work at the school 2 days per week.</p>	Until the Covid-19 lockdown persistent absentee levels were down to 9% in the school.	<p>This approach had clearly positive outcomes in reducing levels of persistent absenteeism – we will continue with this and extend to reward parents.</p> <p>Following Covid-19, additional day of Family Support Worker time to be bought due to increase in demand for attendance and Early Help support.</p>	£37,500
Support families with day to day costs associated with school.	<p>Introduction of a free breakfast club (partly funded by the National Breakfast Club Programme and also through Pupil Premium.</p> <p>Free starter uniform packs for new Nursery starters.</p> <p>Free school sweatshirt or cardigan for all parents in return for completing an updated pupil</p>	<p>Levels of morning hunger reduced significantly with all children receiving a free breakfast upon arrival daily. Stigma of morning hunger eliminated – children or parents don't have to ask for breakfast for their children as it is now universally offered.</p> <p>All children received a free sweatshirt/cardigan upon starting at the school – parent feedback universally positive. Some parents in the Covid-19 parent/carer survey commented that it had supported them during the pandemic and eased financial worries.</p>	<p>This approach will continue and be expanded to a free hoodie for all children in 2020/2021 in return for parents/carers completing feedback surveys.</p>	

	information sheet.		
Enable equal access to the 'Lemington Experience'.	<p>Subsidise trips and visits for parents of children entitled to the PP to enable equality of access to educational activities and visits.</p> <p>Free music tuition for guitar and keyboard.</p>	<p>Parents/carers of children eligible for PP were supported to meet the costs of day trip experiences and the KS2 residential.</p> <p>Free music provision was widely accessed and enjoyed by children from KS2.</p>	<p>Staff noted from curriculum work the huge benefit to children's writing and creative work from the 'Lemington Experience' trips and visits – in 2020/2021 further commitments to cover the cost of a wider experience will be made, especially in light of missed experiences due to Covid-19.</p>

#### Key to staff:

CH = Craig Heeley (Headteacher)

CM = Chris Murphy (Deputy Headteacher/KS2 Leader/Mathematics Leader)

RT = Rachel Turner (Assistant Headteacher/KS1 Leader/English & Phonics Leader)

VJ = Victoria Jeffcock (Early Years Leader)

LA = Loise Annal (SENDCo)

GS = George Sayers (Head of Research, Innovation and Pedagogy/STEM Curriculum Team Leader)

TJ = Tina Jamieson (Humanities Curriculum Team Leader)

LC = Lisa Crowe (Creative Curriculum Team Leader)

PS = Paula Stones (Family Support Worker)