



Pupil Premium Report 2020-2021

School overview

Metric	Data
School name	Lampard Community School
Pupils in school	132
Proportion of disadvantaged pupils	59%
Pupil premium allocation this academic year	£90,215
Academic year covered by statement	2020 to 2021
Publish date	September 2020
Review date	September 2021
Statement authorised by	Sam Barham
Pupil premium lead	Jennie Harvey
Governor lead	Elaine Penfold

Disadvantaged pupil barriers to success

All students at Lampard Community School have an Education, Health and Care Plan (EHCP) for complex needs and difficulties with communication and interaction including speech, language and communication/and or autism.
Our student's complex needs impact on their access to learning due to cognitive delays and disorders or working memory difficulties and processing. All are working significantly below age related expectation.
Our students have social and emotional difficulties which impact on their ability to interact with other students and to engage in social situations. They require support in understanding and managing their own feelings and emotions.
Our students may also have sensory and/or physical needs which impact on their behaviour, understanding and in accessing the learning environment.

Strategy aims for disadvantaged pupils - academic achievement 20-21

Aim	Evidence of impact	Target date
To ensure every student has access to an appropriate Maths curriculum	The Maths curriculum has a clear intent, implementation and impact model. Medium Term Plans are in place to ensure all teachers have access to high quality plans which are clearly sequenced and build on prior learning. Our Calculation Policy is used by all teaching staff to ensure all students benefit from	July 2021

	the concrete-pictorial-abstract approach. All PP students make good or better progress in Maths.	
To ensure every student has access to an appropriate English curriculum	The English curriculum has a clear intent, implementation and impact model. Medium Term Plans are in place to ensure all teachers have access to high quality plans which are clearly sequenced and build on prior learning. Our Access to Reading Policy is embedded across the school. Every class has a reading corner to embed a love of reading. The school library is well used and well resourced. Our enhanced subscription to Devon Schools Library Service allows students to have access to books at their level and matched to their particular interests, even during Lockdowns. All students have access to quality first wave phonics teaching and reading sessions, all PP students make good or better progress in phonics and reading.	July 2021
To train staff in the pedagogy of using technology to support teaching and learning.	Teachers plan effectively for the use of technology to support both teaching and learning. Medium Term plans in all subjects highlight quality websites, apps and resources to aid all students' engagement. All students and their families are supported in accessing the technology required to support remote learning and all PP students are able to learn remotely (targeted to their SEN needs). Remote Learning is therefore well supported during the Pandemic. Parent surveys show that remote learning is effective and matched to students' individual needs. Our PSHE curriculum has emphasis on online safety to ensure our students are protected from online harm during periods of remote learning.	July 2021
Our bespoke EMPOWER curriculum better supports language development	Timetable adaptation allows Speaking, Listening and Communication (SLC) lessons to be taught distinctively in Middle and Upper School, allowing for a real focus on developing these skills. Display boards in these classes specifically support vocabulary acquisition. Reports from the additional SALT sessions (paid for this year out of the Covid Catch-up Fund but directly impacting PP students) demonstrate students' improved vocabulary for emotional literacy, enabling them to communicate more easily about their responses to the pandemic and periods of lockdown. Behaviour data shows that incidents across the year are reduced as language skills develop and all PP students made good or better progress in SLC across the year.	July 2021

Strategy aims for disadvantaged pupils – wider outcomes 20-21

Aim	Evidence of impact	Target date
To embed and enhance our graduated response to emotional wellbeing and mental health	Staff used a relational approach to support a successful return to school for PP students following lockdowns and attendance is good. Behaviour data for PP students continues to show a decrease over time.	July 2021
To explore the co-use of Evidence for Learning to evidence progress towards Education Health Care Plans	Staff are well-trained in the use of Evidence for Learning and Personal Learning Goals written for PP students are of a high quality. Regular evidence is captured to show progress towards EHCP outcomes for all PP students. Family and carer engagement is increased via our Pilot Groups and as a result of this success, this approach is being rolled out to all families. All students, including those in receipt of PP, are supported in understanding and achieving their PLG targets.	July 2021

Teaching priorities for current academic year 20-21

Measure	Activity
Priority 1	Quality first wave Phonics teaching for all students, including those in receipt of PP
Priority 2	Quality first wave Maths teaching for all students, including those in receipt of PP
Priority 3	To train staff in the pedagogy of using technology to support teaching and learning. To provide such technology as is required.
Priority 4	To develop the EMPOWER curriculum to better support language development for all students, including those in receipt of PP
Barriers to learning these priorities address	Our students have complex needs and difficulties with communication and interaction including speech, language and communication/and or autism.
Projected spending	£35,215

Wider strategies for academic year 20-21

Measure	Activity
Priority 1	To embed and enhance our graduated response to emotional wellbeing and mental health
Priority 3	To explore the co-use of Evidence for Learning to evidence progress towards Education Health Care Plans
Barriers to learning these priorities address	Our students have complex needs and difficulties with communication and interaction including speech, language and communication/and or autism.
Projected spending	£30,000

Amount spent on providing Free School Meals in 20-21: £15,000

Monitoring and implementation 20-21

Area	Challenge	Mitigating action
Teaching	COVID restrictions – remote learning, bubbles, time for staff training to take place	Use of INSET days, directed hours, providing additional cover, using technology for training, weekly monitoring both of home learning packs and levels of student engagement in online and paper activities
Targeted support	COVID restrictions, ensuring time for specialist staff to lead training and for staff to undertake training	Use of PP money for relevant quality CPD, use of webcams and technology to facilitate training
Wider strategies	COVID restrictions and lockdowns, time for training, SALT time	PP money used to provide multi-agency approach (Ed Psych, Salt, Health Agencies) at Student Concern Meetings, where PP students are not making good progress and a wider strategy is needed. Technology used to facilitate meetings. Stakeholder surveys of staff, students and families

Review of previous year's aims and outcomes (2019-2020)

Aim	Outcome
To ensure progress towards outcomes in EHCPs are presented in a clear format to parents, including parents/carers of students in receipt of PPG	All teachers were trained in using 'Evidence for Learning' as an electronic tool for capturing evidence towards EHCP outcomes. Parents/carers now have a clear understanding of termly progress made.
To enable students to participate in residential visits / activity weeks	COVID restrictions meant limited opportunities were available to students during 19-20. This target will remain open and will be re-assigned when restrictions lift (21-22)
To use specialist TAs to support English and Maths	Student Progress Meetings identified PPG students requiring additional support and STAs were deployed effectively to support as required. Covid meant that we do not have accurate summative data to show progress for this period.