

# Lampard Community School

## Pupil Premium Data Publication 2019-20 academic year

The Pupil Premium is a Government initiative that targets additional funding to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

At Lampard, we are committed to using the money to the best effect, which includes combining it with other resources, or working with others to maximise its impact. The Government expects that the funding is carefully targeted by the school and its impact monitored to ensure that it is used most effectively.

### Overview of main barriers to educational achievement for disadvantaged pupils

All of our students at Lampard have complex needs and difficulties with communication and interaction, including speech and language and/or autism. They all have Education Health Care Plans. All of our students have barriers to learning which come from a variety and overlapping of different needs. As a school whilst we strive to reduce the barriers to academic learning we equally strive to increase the social, emotional and mental health of our students because we believe that happy, confident and resilient students who have made positive relationships with both adults and peers, are able to better engage in their learning and have better outcomes. Our students often lack independence and we support the students in developing independent and functional skills throughout their time at Lampard.

### 2018-19: Number of pupils and amount of pupil premium grant (PPG) received

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Total number of pupils on roll	
Number of pupils benefitting from PPG	16 Primary Ever FSM 46 Secondary Ever FSM 2 Ever Service Child 11 CiC/Adopted/SGO 2 students are in receipt of Ever FSM and CiC/SGO/A <b>75 students in total</b>

## Summary of how PPG was spent in 2018/19 academic year

- Cost of targeting two STAs to provide social, emotional and mental health support to students highlighted by weekly behaviour data scrutiny. The impact of this work saw a decline in the use of restrictive physical intervention across the year.

- Specialist and skilful staff plan and deliver a timetabled and highly effective out-of-class intervention programme called Personal Programmes focusing on the students' current high or emerging need with a view to improve educational, outcomes and impact on attainment. **All sessions run 4 days x a week for 25 minutes a day.**

Senior HLTA delivering 2 SEAL interventions, 5 HLTAs delivering SALT, Social Communication and two Occupational Therapy interventions, 3 x STAs delivering Counting to calculating and Additive Reasoning interventions, 11 TAs delivering Sounds Write, Counting to Calculating, Fun Fit, Creative Play, Social Communication and Occupational Therapy interventions.

- External Speech and Language Therapist to carry out SALT assessments and deliver Speech and Language assessments and interventions. This was adapted during the year to provide classes with whole class Speech and Language Therapy input. This enabled teachers and TAs to have speech and language therapy strategies modelled to them, which they could then embed into whole class teaching.

- Contribution towards residential and activity weeks for those remaining to impact on the social communication, social understanding and relationships of all students. They also have the opportunity to practice using the skills taught within school in real-life contexts. They also experience a variety of exciting and new activities impacting on their confidence and their resilience.

- Two year subscription to the Achievement for All Programme. This provided two termly visits from an Achievement for All coach who supported the senior leadership team in working on the following aspects of the School Development Plan:-

- To minimise the gap for vulnerable students focusing on the attainment maths
- To increase the consistency of the effective deployment of TAs to raise the learning and attainment of students whilst promoting their independence and communication
- To provide enhanced opportunities to communicate progress to parents/carers

through regular termly meetings. To use Structure Conversations as a model to enhance partnership between school and home in targeting progress in attainment, attendance and behaviour

➤ To enhance pupil progress meetings and to strengthen the monitoring cycle

- To use the Evidence for Learning App to monitor student progress towards their Personal Learning Goals and Education Health and Care Plan targets

- To enable staff to access Continued Professional Development Training to strengthen key areas related to student attainment, progress and wellbeing including: PECS, Dyslexia, Resilience Framework, The role of the TA, Assessment of SEND and Maths

#### How the impact of Pupil Premium will be measured:

As part of the QA processes we analyse attainment and behaviour data by a range of vulnerable groups including those eligible for Pupil Premium. See impact and outcomes of 2018-19 in table below.

### Comparison of progress of students in KS1, 2 &3 eligible for **Pupil Premium** against those that are not 2018-19

#### Pupil Premium - Literacy

	Above expected progress	Expected progress	Below expected progress
Not PP	57%	24%	19%
PP applies	37%	40%	23%

#### Pupil Premium – Numeracy

	Above expected progress	Expected progress	Below expected progress
Not PP	46%	43%	11%

PP applies	43%	30%	27%
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### Pupil Premium – Science

	Above expected progress	Expected progress	Below expected progress
Not PP	35%	22%	43%
PP applies	30%	30%	40%

### Pupil Premium – ICT

	Above expected progress	Expected progress	Below expected progress
Not PP	51%	30%	19%
PP applies	55%	23%	22%

### Pupil Premium – PLS

	Above expected progress	Expected progress	Below expected progress
Not PP	49%	27%	24%
PP applies	49%	34%	17%

## Headline Data for Key Stage 4 Students

### KS4 English

	Target Exceeded	Target Met	Target Not Met
Not PP	42%	58%	0%
PP applies	40%	60%	0%

### KS4 Maths

	Target Exceeded	Target Met	Target Not Met
Not PP	60%	20%	20%
PP applies	36%	64%	0%

### KS4 ICT

	Target Exceeded	Target Met	Target Not Met
Not PP	20%	60%	20%
PP applies	36%	36%	28%

## **Impact and Outcomes of 2018-19 Pupil Premium spend:**

### **Progress Data headlines**

In English the progress of students both in receipt of Pupil Premium and those who are not remains broadly the same.

In Maths there is a slight gap between those students in receipt of Pupil Premium and those who are not. The focus on the development of the calculation policy is being used to address this gap.

In Science there is no gap between the students in receipt of Pupil Premium and those who are not.

In ICT the progress of students both in receipt of Pupil premium and those who are not in remains broadly the same.

In Personal Life Skills students in receipt of Pupil Premium are making better progress than those who are not. The focus of the termly Personal Learning Goal meetings to foster collaboration between parents and school may be having a positive impact on this area.

## **Objectives in spending PPG for 2019-20 academic year to address the barriers to educational achievement:**

**Pupil premium funding is reviewed each year and targeted based on our knowledge of individual student needs and the impact strategies have had on the standard of learning in previous years. Following a review of PPG for 2018-19 the table below lists objectives in spending PPG for 2019-20.**

Objectives for 2019-20 spend.

### **Ongoing projects:-**

To use Evidence for Learning as a means of tracking progress towards Education, Health and Care Plan outcomes and to provide a clear format for reporting progress to parents.

To enable students to participate in residential visits/activity weeks

To target the use of specialist TAs to provide In-reach and targeted support for English, Maths and Social and Emotional Support

### **Achievement for All:-**

#### **Leadership and Inclusion**

To develop the capacity of Middle Leaders to lead English, Maths and PSHE

#### **Teaching and Learning**

To increase the consistency of effective deployment of TAs to raise the learning and attainment of students whilst promoting their independence and communication.

To develop phonics across the school and to create a Pathway to Reading which recognises the learning styles of all students

To further embed the Calculation Policy to promote consistency in the visual images used to support access to maths

### **Parents and Carers**

To continue to develop the quality of termly Personal Learning Goal meetings to ensure collaborations between home and school.

To develop the use of Structured Conversations to enhance partnership between school and home in targeting progress in attainment, attendance and behaviour.

### **Wider Outcomes and Opportunities**

To use the specialism of the Speech and Language Therapist to impact on class based approaches to enhance the communication skills of our learners.

### **Next Pupil Premium Strategy review date:**

July 2020 for September 2020-21 implementation