

Pupil Premium Strategy Statement – Long Lawford Primary School

1. Summary information

Academic Year	2016-17	Total PP Budget	£122,713	Date of most recent PP Review	March 2017
Total number of pupils	471	Number of pupils eligible for PP	92	Date of internal review of this strategy	December 2017

2. Current attainment

Percentage of children achieving the expected standard at the end of KS2 (2015-16).	All pupils	Pupils eligible for PP (our school)	All pupils (national average)
% of pupils achieving the expected standard in reading, writing and maths	59%	47%	61%
% of pupils achieving the expected standard in reading.	59%	50%	66%
% of pupils achieving the expected standard in writing	81%	77%	74%
% of pupils achieving the expected standard in maths	76%	61%	70%
% of pupils achieving the expected standard in SPAG.	64%	50%	72%
Reading progress score	-3		
Writing progress score	-1		
Maths progress score	-1.8		
% achieving above in reading, writing & maths	15%	5%	9%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Accelerated progress of certain groups of pupils eligible for PP (especially low to middle attaining children)
B.	Speech and Language, SEND,
C.	Confidence – sometimes unwilling to offer contributions in class – speaking in full sentences
D.	Low engagement – in clubs and school bodies e.g. school council

External barriers (issues which also require action outside school, such as low attendance rates)

E.	Low attendance (SEND), see above
F.	Vulnerable families – Mental health and/or Domestic Violence

4. Desired outcomes

Success criteria

A.	Accelerate progress, closing the attainment gap for low and middle prior attainers who are eligible for PP.	Targeted interventions demonstrate accelerated progress for targeted pupils, closing attainment gap – particularly in reading - for these groups
B.	Improve oracy for pupils eligible for PP particularly for children in Nursery and reception.	Pupils eligible for PP (particularly in nursery and reception) make rapid progress by the end of the year so that all pupils eligible for PP meet at least age related expectations
C.	Children eligible for PP are confident to contribute in class and set themselves high standards of presentation	Books show high levels of presentation so that all pupils eligible for PP make rapid progress by the end of the year - at least meeting age related expectations.
D.	Pupils eligible for PP engage in pupil leadership and take part in clubs	Leadership groups within school have at least 25% of pupils eligible for PP. Attendance registers of clubs show a greater percentage of pupils eligible for PP than previous levels.
E.	Increase rates of attendance for pupils eligible for PP and SEND support.	In school attendance gap of pupils eligible for PP and SEND support is (-2.2 and -2.5) reduced and runs closer to national figures. Reduce current rates of persistent absence for these groups.
F.	Vulnerable families are signposted to relevant support and agencies. Children of these families are nurtured and they are supported to enable them to achieve in school	Vulnerable families are aware of the support available for them. Children of these families are given targeted, appropriate support to enable them to achieve.

5. Planned expenditure 2017-18

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	Review?
Accelerate progress, closing the attainment gap for low and middle prior attainers who are eligible for PP in reading.	<p>New guided reading structure adapted due to further training and links with other schools to provide challenge for all students</p> <p>Staff training on Reading strategies – Power of Reading input from CPD feeding into planning and showing impact.</p> <p>Another member of staff in KS1 trained in Power of reading to ensure strategies are used across the school.</p> <p>Extend the use of accelerated reader for targeted children. Train new staff in accelerated reader</p> <p>Performance management targets set for all staff</p> <p>Training for staff in reading from LA</p>	Lower and middle ability pupils eligible for PP are making less progress than their peers in school, especially in reading as evidenced in data.	<p>Class teachers will monitor progress of children eligible for PP and discuss them at pupil progress meetings and achievement team meetings.</p> <p>Review in December to evaluate effectiveness.</p> <p>Review in January and July</p>	<p>DC, RB and NH</p> <p>Acting heads and SLT</p>	<p>Dec 2017</p> <p>Mar 2018</p> <p>July 2018</p> <p>December</p> <p>January and July</p>
Children eligible for PP are confident to contribute in class and set themselves high standards of presentation	<p>Staff training with Richard Sutton on engaging Disadvantaged children 15.3.17. Ensure recommendations are implemented.</p> <p>Positive discrimination to encourage pupil voice in pupil leadership groups.</p>	Work in books show better presentation. Higher expectations are shown to be effective at improving standards.	<p>Careful monitoring using PP children provision map.</p> <p>Reviews of impact of 30 day challenges and other interventions.</p>	NH and RB	<p>Dec 2017</p> <p>Mar 2018</p> <p>July 2018</p>

	30 day challenges to target disadvantaged children. Teachers feedback to disadvantaged pupils gives clear direction on how they can improve their learning – teaching assistants required to closely monitor disadvantaged pupils in lessons	Evidence on Efficacy of oral language interventions (EEF)			
Total cost					£52,100

2. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review?
Improve oracy for pupils eligible for PP particularly for children in Nursery and reception	<p>Screening toolkit for pupils entering EYFS is used to baseline Oracy skills to enable quick and accurate identification.</p> <p>Family phonics sessions to model language skills for families</p> <p>CPD language and reading January 2018</p>	<p>Pupils entering nursery are working at below the national average.</p> <p>*% Pupils are well below their peers in communication and language skills, recognition of simple numbers, fine and gross motor skills, including the ability to hold a pencil correctly.</p> <p>* Baseline data to be added December 2017</p>	<p>Pupil data and pupil progress meetings</p> <p>lesson observations with feedback for staff, learning walks and performance management</p>	NH	<p>Dec 2017</p> <p>Mar 2018</p> <p>July 2018</p>
Improve progress for middle and low attaining PP pupils	<p>Additional teaching staff recruitment to reduce class size in Year 6.</p> <p>Weekly intervention sessions for all vulnerable children with experienced TA's</p> <p>Learning mentor employed full-time to address emotional and behavioural issues affecting attainment and progress</p>	<p>Extra support to ensure high attainment – small group interventions with highly qualified staff have been shown to be effective (visible learning by John Hattie and the EEF toolkit)</p> <p>Emotional needs have to be addressed before learning can take place</p>	<p>Timetabled sessions for interventions.</p> <p>Pupil data and pupil progress meetings</p> <p>lesson observations with feedback for staff, learning walks and performance management</p> <p>SLT analysis each half term</p> <p>Governors termly monitoring</p>	HT	<p>Dec 2017</p> <p>Mar 2018</p> <p>July 2018</p> <p>Jan 2018</p>
Total budgeted cost					£46,013

3. 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	Review?
Increase rates of attendance for pupils eligible for PP and SEND support.	Full time Family support worker, Inclusion Manager and Learning Mentor employed to monitor pupils and follow up quickly on absences (June 2017)	We can't improve attendance for children if they are not attending school on a regular basis NFER briefing for school leaders identifies addressing attendance as a key step	Clear job description for family support worker with attendance as a clear focus Weekly updates provided from Learning mentor	LJ and JMcS	January 2017
Vulnerable children are nurtured and supported to enable them to achieve in school	Trained counsellor employed to work with identified children to offer a person centred approach – 1:1 sessions. Family support worker will signpost families in need to support and contact families quickly to pre-empt any problems.	EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective, especially for older pupils.	Monitor behaviour and attitudes of children seeing counsellor. Monitor whether improved attitude leads to improved attainment.	LJ	Termly
Pupils eligible for PP engage in pupil leadership and take part in clubs and extra-curricular activities	Extra-curricular activities targeted at PP pupils – opportunities offered to PP children to learn a musical instrument / choir. Sports coach employed to run before and after school clubs targeting PP children. Positive discrimination to encourage pupil voice in pupil leadership groups.	Extra-curricular activities can have an impact on attendance, engagement and attainment	Learning walks Analysis of data for PP groups Pupil progress reviews SLT analysis of club attendance Termly visit by governors	SLT	June 2018
Enrichment opportunities are a core part of our school curriculum	Book authors, musicians and internal and external visits to enhance the curriculum and to develop their wider skills.	We believe that an expert working with the children not only impacts positively on their learning it also increases their engagement levels and prepares them for secondary school.	Pupil views, parent views, staff views on the impact of this work Annual review by Governors	HT and DHs	Reviewed in July 2018
Total budgeted cost					£35,600

6. Review of Expenditure

2016-2017

Quality of teaching for all

Desired outcome	Chosen action / approach	Estimate Impact	Lessons learned	Cost £32,180	
Improved attainment for pupils in receipt of PP – no significant gap between PP pupils and all others	Monitoring of pupil progress of PP children through learning walks, book sampling and observations. Quality of IEPs for PP children with SEND Pupil premium champion employed to work 1:1 with all years from 3-6 Additional teacher to offer quality - first teaching. Reduced class size to 20. Teacher employed 3+mornings a week to target PP children in YR6 From September till Easter.	Year 1	48%	Effective monitoring in KS1 highlighted pupils not making enough progress towards outcomes – this enabled us to restructure staffing and employ another teacher to work with a small group.	£1,200
		Year 2	78%		
		Year 3	38%		
		Year 4	41%	PP champion has been more effective in working with small groups from YR3-6. This 1:1 work has not reached enough children, we have changed the role for next year to Learning mentor to support children getting into school and to work with vulnerable individuals.	£14,850
		Year 5	52%		
		Year 6	62%		
			PP children made good progress from starting points in years 2 and 6 – especially in writing and maths. Attainment gap between all children and PP children in end of KS2 assessments was less than 10% an improvement of over 20%.	£17,000	
			Significantly improved overall attainment for PP children in KS2 end of KS assessments	£12,500	

Targeted Support

Desired outcome	Chosen action / approach	Estimate Impact	Lessons learned	Cost £54645
Improved attainment for pupils in receipt of PP – no significant gap	FSW employed to support vulnerable children and families	Some impact, slight improvement in	Reviewed family support worker role and job description to ensure the focus is learning and	£23,500

between PP pupils and all others	<p>with attendance and other issues.</p> <p>Timely interventions</p> <p>Teacher for group-work in KS1</p> <p>Additional adults to support focused PP children</p> <p>Language support – extra P/T Polish TA employed from Easter 2017 to support significant EAL PP group in Year 3</p> <p>Sports coach employed for before and after school clubs targeting PP children</p>	<p>attendance – families have been signposted to support needed. Only changed June 2017</p> <p>Significantly improved overall attainment in KS1</p> <p>Children at risk of permanent exclusion kept in school – see case study</p> <p>Impact hasn't shown yet</p> <p>More PP children are getting to school on time</p>	<p>children. New role to be full time</p> <p>Need to ensure children are more appropriately identified.</p> <p>Learning support work employed fulltime to support children and families (June 2017) ongoing cost.</p> <p>Effective in keeping children in school and preparing them for transition to secondary school.</p> <p>Effective in supporting younger children – in class support for older children not as effective yet – evidence is showing increased confidence that should lead to better results this year</p> <p>Difficult to get PP parents to engage with the clubs at first, even when they are offered free. Need to motivate the children by offering prizes etc to get them to want to come.</p>	<p>£2,086</p> <p>£10,252</p> <p>£4,250</p> <p>£5,307</p> <p>£5,721.50</p> <p>£6,000</p> <p>£3250</p>
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Other Approaches

Desired outcome	Chosen action / approach	Estimate Impact	Lessons learned	Cost £35,180
PP pupils to attend extra-curricular activities.	<p>Music lessons</p> <p>Before school clubs</p> <p>Trips</p> <p>Play leaders</p> <p>Artists working with PP children</p> <p>Author visit</p> <p>Hire of theatre at local secondary</p>	<p>We believe that an expert working with the children not only impacts positively on their learning it also increases their engagement levels and prepares them for secondary school</p>	<p>Increasing the cultural capital the children are exposed to makes learning more real to some families with low aspirations and does encourage better attendance.</p> <p>Children show pride in work when shown how to complete it to a high standard.</p> <p>The author visits have had a huge impact on children's motivation and wider reading for pleasure has been noted by teachers.</p> <p>A great success, children were exposed to drama in</p>	<p>£600</p> <p>£220</p> <p>£1525</p> <p>£10,920</p> <p>£4,500</p> <p>£550</p>

	<p>school for YR6 production</p> <p>Accelerated reader targeting PP children</p>		<p>a positive way</p> <p>This took too long to set up – it was only really running in the Summer term. It was effective for most pupils. Others need more communication between home and school so parents get on board – set up achievement interviews with parents.</p>	£1250
Comprehensive review of schools use of PP	<p>External pupil premium review</p> <p>PP champion worked 1:1 with children from YR3-6</p>	<p>All teaching staff aware of effective strategies for raising the attainment of PP pupils</p> <p>TAs came away with a clear focus on PP children, their targets and the need to push them</p> <p>The PP champion was effective working with children from KS2</p>	<p>Key recommendations were given to the school, and actions were implemented.</p> <p>30 day challenges were effective in raising the profile.</p> <p>Intervention groups were more effective than 1:1 due to lack of time.</p> <p>Over-reliance on PP champion by teachers</p>	£1400
Vulnerable children are given the support the need to access learning in school	<p>Counselling</p> <p>Breakfast clubs</p> <p>Study materials</p>	<p>We have found that targeted interventions matched to specific students with particular needs can be effective, especially for older pupils.</p> <p>We have found they were mostly effective for getting children into school and ready to learn</p> <p>Study materials enable pupils to consolidate basics skills outside the classroom</p>	<p>This has proved an effective strategy – need to consider how we measure impact as this can be problematic</p> <p>Children who were persistently late were motivated to come into school early.</p> <p>This allowed disadvantaged children to access the same quality materials as other children.</p>	<p>£8,415</p> <p>£500</p> <p>£3,250</p>
Clear robust expectations of all staff regarding PP children	PM targets for TAs and teachers	Effective setting of targets for all staff including Teaching assistants	This has proved to be very successful at ensuring priorities in the school improvement plan are driven by appraisal targets linked to children's outcomes.	£2050
Additional detail				

In this section you can annex or refer to additional information which you have used to support the sections above.

Objective of Pupil Premium

Our key objective in using the Pupil Premium Grant was to narrow the gap between pupil groups. As a school we track individuals as well as groups ensuring that pupils make good progress, and in the last three years we have had varied success in bridging the gap in the levels of attainment between FSM and non-FSM pupils. Our school composition has changed greatly over the previous 4 years and our previous success with disadvantaged children's attainment has dipped recently as we have doubled in size as a school. A significant amount of additional funding has been allocated to the school. Careful analysis of internal and external pupil-level data, historical attainment and progress rates, and huge amount of qualitative data was undertaken to ensure that these funds are used to maximum effect. Our robust self-evaluation procedures and a number of case studies we have produced guided us in deciding where and how to spend our pupil premium allocation.

We have invested heavily in ensuring that the success of our pupils is improved by ensuring 100% of our staff (teachers and support staff) receive comprehensive training in strategies to support our disadvantaged pupils. We have recruited a family support worker and Learning Mentor as well as an Inclusion Leader to co-ordinate our strategies to support families and improve attendance; and a counsellor to work with pupils in need of regular emotional support. To support weaker more reluctant disadvantaged readers we have invested in accelerated reader, provided training and CPD for reading and reorganised our guided reading structure. We have also ensured that reading materials and programmes are updated. In addition we have also recruited additional personnel.

We have sought external organisations and identified opportunities for children to have an enriched and enhanced experience of the curriculum, projects in science, art, musical performances and sporting experiences are just a few of the curriculum enrichment areas we have focused on this year.