



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	June 2016
Total number of pupils	471	Number of pupils eligible for PP	92	Date of internal review of this strategy	December 2016

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%	38%	53%
% of pupils achieving the expected standard in reading.	59%	38%	66%
% of pupils achieving the expected standard in writing	88%	69%	74%
% of pupils achieving the expected standard in maths	78%	50%	70%
% of pupils achieving the expected standard in SPAG.	65%	38%	72%
Reading progress score	-1.8	-5.4	
Writing progress score	+3.5	+3.44	
Maths progress score	+0.7	-1.25	
% achieving expected or above in reading, writing & maths	12%	0%	5%

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)

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| A. | Accelerated progress of certain groups of pupils eligible for PP (especially middle ability children) |
| B. | Speech and Language, SEND, |
| C. | Confidence – sometimes unwilling to offer contributions in class |
| 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)

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| 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

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 researched and implemented</p> <p>Staff training from reading specialist on Reading strategies to be used within guided reading sessions.</p> <p>Purchase accelerated reader for targeted children.</p> <p>Staff training from 'English team' linked to 'The Power of Reading' CPD</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.	Class teachers will monitor progress of children eligible for PP and discuss them at pupil progress meetings and achievement team meetings.	D. Curle and Deputy Heads	<p>Dec 2016</p> <p>Mar 2017</p> <p>July 2017</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 31.10.2016</p> <p>Positive discrimination to encourage pupil voice in pupil leadership groups.</p> <p>30 day challenges to target disadvantaged children.</p> <p>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</p>	<p>External pupil premium review June 2016</p> <p>Evidence on Efficacy of oral language interventions (EEF)</p>	<p>Careful monitoring using PP children provision map.</p> <p>Reviews of impact of 30 day challenges and other interventions.</p>	Deputy Heads	<p>Dec 2016</p> <p>Mar 2017</p> <p>July 2017</p>

Total cost					£50,100

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	Invest in a screening toolkit for pupils entering EYFS to enable quick and accurate identification. Family phonics sessions to model language skills for families CPD language and reading January 2016	Pupils entering nursery are working at below the national average. *% 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. * Baseline data to be added December 2016	Pupil data and pupil progress meetings lesson observations with feedback for staff, learning walks and performance management	DH – NH	Dec 2016 Mar 2017 July 2017
Improve progress for middle and low attaining PP pupils	Additional teaching staff recruitment to reduce class size in Year 6. Weekly small group interventions in core subjects for middle and low attaining PP pupils with experienced teacher Weekly 1:1 sessions for children in Year 3-6 with experienced TA (Pupil Premium Champion)	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)	Timetabled sessions for interventions. Pupil data and pupil progress meetings lesson observations with feedback for staff, learning walks and performance management SLT analysis each half term Governors termly monitoring	HT	Dec 2016 Mar 2017 July 2017
Total budgeted cost					£40,013

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?
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Increase rates of attendance for pupils eligible for PP and SEND support.	Family support worker employed to monitor pupils and follow up quickly on absences	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 FSW	HT	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. Weekly 1:1 sessions for children in Year 3-6 with experienced TA (Pupil Premium Champion)	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.	HT and DHs	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. Positive discrimination to encourage pupil voice in pupil leadership groups.	Extra-curricular activities can have an impact on attendance, engagement and attainment	Leading walks Analysis of data for PP groups Pupil progress reviews SLT analysis of club attendance Termly visit by governors	SLT	June 2017
Enrichment opportunities are a core part of our school curriculum	Book authors, musicians and artists to work with children 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 2017
Total budgeted cost					£32,600

6. Review of Expenditure

2015-2016

Quality of teaching for all

Desired outcome	Chosen action / approach	Estimate Impact		Lessons learned	Cost £38,550		
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 Designated pupil premium time for every class teacher enabling 1:1 diagnostic time from year 1-6 Additional teacher to offer quality -first teaching. Teacher changed mid-year	Year 1	83%	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	93%				
		Year 3	26%				
				Year 4	52%	Designated pupil premium time for teachers was ineffective due to inconsistent numbers of PP children in classes. The time allowed was not suitable for purpose.	£14,850
				Year 5	38%		
				Year 6	59%		
				PP children made good progress from starting points in years 2 and 6 – especially in writing and maths	£22,500		
				Significantly improved overall attainment in KS1	£2,500		

Targeted Support

Desired outcome	Chosen action / approach	Estimate Impact	Lessons learned	Cost £42,315.50
Improved attainment for pupils in receipt of PP – no significant gap between PP pupils and all others	FSW employed to support vulnerable children and families with attendance and other issues. Timely interventions	Mixed impact, slight improvement in attendance – families have been signposted to support needed	Need to review family support worker role and job description to ensure the focus is learning and children.	£14,699

	Teacher for group-work in KS1	Significantly improved overall attainment in KS1	Need to ensure children are more appropriately identified.	£2,086
	Additional adults to support focused PP children	Children at risk of permanent exclusion kept in school – see case study	Highly in keeping children in school and preparing them for transition to secondary school.	£10,252 £4,250 £5,307
	Language support			£5,721.50

Other Approaches

Desired outcome	Chosen action / approach	Estimate Impact	Lessons learned	Cost £28,255
PP pupils to attend extra-curricular activities.	Music lessons	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		£500
	Before school clubs			£220
	Trips			£1000
	Play leaders			£7,920
	Artists working with PP children			£4,500
	Author visit			£550
Comprehensive review of schools use of PP	External pupil premium review	All teaching staff aware of effective strategies for raising the attainment of PP pupils	Key recommendations given to the school, action plan drawn up to address these and training planned for 2016/17	£1400
	AHTs at PP conference	AHTs came away with clear ideas for raising attainment for PP children		£1200

Vulnerable children are given the support the need to access learning in school	Counselling	We have found that targeted interventions matched to specific students with particular needs can be effective, especially for older pupils.	This has proved an effective strategy – need to consider how we measure impact as this can be problematic	£8,415
	Breakfast club	We have found it was effective for getting children into school and ready to learn	Children who were persistently late were motivated to come into school early.	£500
	Study materials	Study materials enable pupils to consolidate basics skills outside the classroom	This allowed disadvantaged children to access the same quality materials as other children.	£3,250
Clear robust expectations of all staff regarding PP children	Purchase electronic standards tracker to tighten up and improve appraisal across the school with particular focus on standards regarding PP children	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.	£3940

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 invested in a pupil premium champion who works 1:1 with all children in KS2 each week, reporting back to teachers on any issues that affect pupils learning; we have recruited a family support worker 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 to implement necessary 1:1 interventions.

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.