

Pupil Premium Strategy Statement – Long Lawford Primary School 2018-19

1. Summary information

Review of academic Year	2017-18	Total PP Budget	£122,713	Date of most recent PP Review	March 2017
Total number of pupils	467	Number of pupils eligible for PP	98	Date of internal review of this strategy	April 2019

2. Current attainment

Percentage of children achieving the expected standard at the end of KS2 (2017-18).	All pupils	Pupils eligible for PP (our school)	All pupils (national average)
% of pupils achieving the expected standard in reading, writing and maths	83%	60%	64%
% of pupils achieving the expected standard in reading.	83%	70%	75%
% of pupils achieving the expected standard in writing	95%	80%	66%
% of pupils achieving the expected standard in maths	90%	70%	76%
% of pupils achieving the expected standard in SPAG.	83%	70%	78%
Reading progress score	0.84	2.09	
Writing progress score	1.53	-1.08	
Maths progress score	0.83	-0.95	
% achieving above in reading, writing & maths	23%	17%	10%

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 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. 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?	Cost	Review?	Lessons Learnt
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>	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><i>The gap for all pupils who are eligible for PP has narrowed compared to national figures. We are above national in all areas this year showing that the strategies used have been effective. However In school figures have widened due to accelerated attainment for all other pupils and their results being significantly above national.</i></p> <p><i>Staff training empowered teachers to take more risks and helped accelerate learning. 94% children made accelerated progress. 6%</i></p>	<p><i>Accelerated reader worked better as an intervention ran by class TAs- this was an extra expense but was worth it in increased attainment</i></p> <p><i>Quality CPD is effective for all children but especially those with specific challenges.</i></p>

	<p>Performance management targets set for all staff</p> <p>Training for staff in reading from LA</p>			<p><i>didn't – these were 3 children in Year 2 who found it difficult to access the programme</i></p> <p><i>Effective guided reading implemented across KS2 enabled Disadvantaged children to make better progress than the whole cohort..</i></p>	
<p>Children eligible for PP are confident to contribute in class and set themselves high standards of presentation</p>	<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> <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>Work in books show better presentation. Higher expectations are shown to be effective at improving standards.</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>	<p><i>30 day challenges have been very successful in targeting small step improvements that have helped to accelerate progress. TA awareness of who are their disadvantaged children has enabled their interventions to be more effective.</i></p>	<p><i>Specific targets have made learning more effective for all pupils</i></p> <p><i>Disadvantaged pupils have shown more confidence and willingness to lead groups when they have been chosen.</i></p>
Total cost				£54,600	

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Review	
<p>Improve oracy for pupils eligible for PP particularly for children in Nursery and reception</p>	<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. *% Pupils are well below their peers in communication and language skills, recognition of simple numbers, fine and gross motor skills,</p>	<p>Pupil data and pupil progress meetings</p> <p>lesson observations with feedback for staff, learning walks and performance management</p>	<p><i>Baseline assessment for children starting school have enabled teachers to have a clearer idea of where children need support right from the day they start school. Family phonics for parents have been well attended. CPD in language and reading was not as effective as hoped</i></p>	<p><i>Disadvantage is growing – language is the biggest issue.</i></p>

		including the ability to hold a pencil correctly.		<i>and this needs to be a continuing CPD priority as children are increasingly showing poorer language skills on starting school</i>	
Improve progress for middle and low attaining PP pupils	Additional teaching staff recruitment to reduce class size in Year 6. Weekly intervention sessions for all vulnerable children with experienced TA's Learning mentor employed full-time to address emotional and behavioural issues affecting attainment and progress	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) Emotional needs have to be addressed before learning can take place	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	<i>Additional teacher in Year 6 was very successful. At the start of Year 6 only 37% were on track to meet national expectations. This was increased to 75% if we do not include the new student who started on a reduced timetable and did not take the test. Learning mentor significantly improved learning behaviours of children who were struggling in school</i>	<i>Decreasing class sizes was effective for those children who needed extra support. Teacher support was more effective when they had time to organise learning.</i>
Total cost				£52,013	
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?	Review?	Lessons learnt
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	<i>This hasn't been as successful as hoped due to more vulnerable families joining us, the inclusion manager leaving at Autumn half term and new inclusion manager not being recruited. New strategies will need to be introduced for next year to improve attendance.</i>	<i>SLT need tighter ownership of attendance</i>
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	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.	<i>This has been successful as attainment has improved for children who have shown themselves to be more settled in school</i>	<i>Calmer more settled behaviour has helped progress</i>

	families quickly to pre-empt any problems.				
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	<i>There has been an increased take-up of after school clubs, Musical instruments tuition is provided for all children in Year 3 and has been offered on an individual basis to other children – there has not been a huge take-up, a barrier is the hiring of instruments. PP pupils in every year group have taken part in all pupil leadership activities.</i>	<i>Target pupils earlier and encourage them to take up activities</i>
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	<i>Visits to London, the Royal opera house, Cadburys world to name a few has helped to motivate and encourage learning. We did not have the artists in this year and fewer author visits than usual – these need to be booked up earlier to ensure they happen.</i>	<i>Cultural experiences have been motivating – ensure more experiences are booked in school next year</i>
Total cost				£32400	

6. Expenditure plan for 2018-19						
2018-2019						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?		Staff responsible	Review?

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?		Staff responsible	Review?

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, PP champion, 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.