

Premium strategy statement (primary)

| 1. Summary information | | | | | |
|------------------------|---------------------------------|----------------------------------|-------|--|-------|
| School | Lockington CE VC Primary School | | | | |
| Academic Year | 2016-7 | Total PP budget | £9240 | Date of most recent PP Review | 09/16 |
| Total number of pupils | 50 | Number of pupils eligible for PP | 7 | Date for next internal review of this strategy | 09/17 |

| 2. Current attainment | | |
|--|---|--|
| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving EXS or above in reading, writing & maths (or equivalent) | 88% | 53% |
| % making good progress in reading (or equivalent) | 63% | |
| % making good of progress in writing (or equivalent) | 100% | |
| % making good progress in maths (or equivalent) | 63% | |

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. | High ability pupil premium pupils need support to achieve GDS in mathematics, reading and writing. |
| B. | Middle ability PP pupils in KS2 need support to accelerate their rates of progress in core areas. |
| C. | SEN PP pupil needs support for specific learning difficulties, concentration levels and support to access SATs. |

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

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| D. | <p>Attendance rates last year for PP pupils were below the rate for the school as a whole (94.1% compared to 96.3%). This reduces hours and can cause pupils to fall behind.</p> <p>Home learning environments can have an impact on the progress of some PP pupils.</p> |
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| 4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i> | | Success criteria |
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| A. | Higher rates of progress across KS2 for high attaining pupils eligible for PP, so that more achieve GDS. | Pupils eligible for PP identified as high ability make good or better progress across Key Stage 2 in maths, reading and writing and achieve GDS in all core areas. This will be measured in KS2 by teacher assessments and successful moderation practices established. Good progress will be defined as converting from a 2a/3 to GDS – this will be challenging due to the raising of the bar nationally. |
| B. | Higher rates of progress across KS2 for middle attaining pupils eligible for PP so that some of these pupils achieve GDS by the end of KS2. | Pupils eligible for PP identified as middle ability make good or better progress and achieve GDS in at least one core area. This will be measured in KS2 by teacher assessments and successful moderation practices. Good progress will be defined as converting from a 2c/b to EXS. Outstanding progress will be defined as converting from 2c/b to GDS. |
| C. | Higher rates of progress for lower attaining pupils so they make good or better progress against their KS1 starting points by the end of Y6. | Pupil eligible for PP with SEN achieve EXS by the end of KS2 in core areas. Good progress will be defined as converting from a level 1 to a score near to 100 or converting from a 2c/b to EXS. |
| D. | Increased attendance rates for pupils eligible for PP. | Reduce the absentee rates among pupils eligible for PP so PP attendance improves to 96% in line with all pupils. |

| 5. Planned expenditure | | | | | |
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| Academic year | | 2016/17 | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | |
| i. 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 | When will you review implementation? |

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| Improved progress for all children. | Weekly one-to-one sessions in maths for Y6 pupils with experienced teacher, in addition to standard lessons. | To provide extra support to maintain high attainment. One-to-one interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit. | Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Impact overseen by maths subject leader and HT. | Pupil Premium Champion Headteacher Maths subject leader | Week beginning: 31 October 2016; 4 th January 2017; 6 March 2017; 25 th April 2017; 12 th June 2017. |
| | Development of the reciprocal reading approach throughout KS2 and reading resources, including Lexia. | Small group tuition and collaborative learning approaches have been shown to be effective in school previously and have been discussed in reliable evidence sources such as the EEF toolkit. | Staff have received training in this approach. Further training is available. FFT guidance on effective practice in teaching reading is also available from the English Subject Leader. Impact will be overseen by the English subject leader and the class teacher. Performance management includes reading targets. Parents meetings about reading. | English subject leader | |
| | Implement new mathematics interventions across KS2 and introduce new writing assessment materials. | To support pupils who are in danger of failing to meet ARE. The maths scheme is by a well-regarded publisher and is designed to meet the increased expectations of the 2014 curriculum. The writing assessments will help to diagnose areas to address in writing. | Ensure support staff and teaching staff have time to familiarise themselves with the approach (during non-contact time/session time). Impact overseen by the maths subject leader and HT. Performance management. Parents meetings. Y3/4 scheme will be rolled out once Y5/6 is embedded. Writing assessment materials inform tracking. | Maths subject leader and headteacher. | |
| | TA support: TAs help pupils develop independent learning skills and manage their own learning. TAs deliver high quality one-to-one and small group support. Links will be made to every-day learning. | Individualised learning and TA support are effective strategies to improve progress, especially for pupils also with SEN (refer to EEF Toolkit). | HT/SENCO will oversee strategies and the impact of support. Class teachers will monitor the effectiveness of TA deployment and plan for this in lesson planning. | Class teachers and HT. | |
| HT to attend pupil premium course and give staff | Course will update HT on latest research into use of pupil premium which can be used to support planning. | Resources will be used in planning for improvement. | HT | | |

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| Develop TA pedagogy to increase independence and self-efficacy | Develop TAs' pedagogy through coaching in school. Opportunities to attend outstanding TA course for TA's yet to access this. | The Teaching Assistant's guide to effective interaction: TAs will be supported to develop their feedback skills, their use of metacognitive questioning and their questioning techniques. | HLTA to lead TAs in development of these skills with support from the HT and Class teachers. TAs provide feedback to HT and demonstrate the impact of training in their work with pupils. | Pupil premium champion | |
| Reduce class size | Employ part-time temporary teacher with proven track record in KS2. | EEF shows the effectiveness in reducing class size. The class has grown to almost double its size this year so additional teacher support is needed. | Regular discussions with staff, monitoring arrangements such as lesson observations, tracking etc. | Headteacher | |

Total budgeted cost £7100

ii. 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 | When will you review implementation? |
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| For pp pupils to be confident, independent learners | Quality first teaching. Training in AfL for staff. Mastery Learning. Pupils work collaboratively and independently. | EEF toolkit; proven to work in practice. | Lesson observations and feedback. Opportunities for training. Pupil progress meetings. Performance management. | HT | Half-termly pupil progress meetings |

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| Reduction of recorded incidents relating to behaviour. | Increased responsibilities during lunchtime for HA PP pupil to develop positive self-concept. | Proven that improved behaviour leads to improved outcomes. | Liaison with lunchtime staff, admin assistant, TAs and class teachers and discussions with specific pupils to monitor and adjust provision. Liaison with parents. | HT | Weekly and as necessary. |
| HA pupils receive support to achieve GDS. MA pupils receive support to reach their challenging targets. | Resources for MA pupils to support revision. Targeted support in lessons and with homework. | Pupils will need additional support to achieve GDS. These approaches have been proven to work. | Liaison with class teacher, parents, tracking and monitoring procedures in place. | Class teacher and HT. | Day-to-day assessment by class teacher, tracking, pupil progress reviews. |
| LA PP pupil to achieve ARE in all areas. | Specific support for interventions including TA support. Parental involvement to support progress. Specialist support for SEN. Tailored resources | Specific difficulties will need additional support, partly for SEN but also from PP. These strategies are proven to improve outcomes according to Ofsted and other research. | Regular reviews, half-termly tracking, pupil discussions, discussions with parents, discussions with members of staff and on-going assessment. | Class teacher Headteacher | Half termly and monthly reviews of progress plus on-going continuous teacher assessment. |

Total budgeted cost £2100

iii. 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 | When will you review implementation? |
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| Increased attendance rates | Admin officer to monitor attendance patterns for all groups and follow up quickly any absences. | We can't improve attainment for children if they aren't actually attending school. ER briefing for school leaders identifies addressing attendance as a key step. | PP champion, admin officer, EWO etc. will collaborate to ensure process works smoothly. | Pupil Premium Champion | Half termly |

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| Increase parental engagement | Workshops to support homework, Y6 SATs, reading/writing/maths etc. Monitor attendance at parents' evenings. Provide interim reports. Invite parents to support in school. Keep encouraging parents to attend events. | Research has shown parental engagement increases pupils achievement. Experience has shown this works too. | Parent workshop will be carefully planned and publicised well in advance. Specific staff will be given half a day non-contact time to produce interim reports. Parents will be encouraged to attend events. | HT and class teachers. | Teachers will elicit feedback from parents. Teachers will record attendance at parents evenings and pass this to HT. |
| Total budgeted cost | | | | | £40 |
| 6. Additional detail | | | | | |

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

This plan has been created with reference to recent Ofsted findings, the Educational Endowment Fund and Sutton Trust reports about what works well and with reference to what is known to work well in this particular school. The Headteacher has recently attended additional training to inform the school's use of the pupil premium. The funding has been allocated on a proportionate basis, related to the number of pupil premium pupils. Governors have been involved in the process leading to development of this plan, as well as staff and pupils. The plan has been devised by the school's Pupil Premium Champion (Headteacher). Lexia is being trialled in school during the second half of the autumn term.