

Pupil Premium Strategy Statement (Primary)

1. Summary information					
School	Lockington CE VC Primary School				
Academic Year	2018-9	Total PP budget	£3960	Date of most recent PP Review	09/18
Total number of pupils	36	Number of pupils eligible for PP	3	Date for next internal review of this strategy	09/19

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% Age Related Expectations or above in reading, writing & maths	33%	64%
% making good progress in reading	100%	75%
% making good progress in writing	67%	78%
% making good progress in maths	67%	76%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low prior attainment and specific educational needs
B.	Low attendance rates for pp and punctuality of pp
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Family stress; welfare issues; parental engagement; range of experience; accessing IT; housing issues. Working parent time pressure

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
D.	Closing the gap for all pp pupils in writing and maths.	MA pp pupils to achieve at least EXP. LA show potential to achieve EXP by end of Key Stage.
E.	Strategic monitoring of effectiveness and analysis of pupil data to inform interventions.	PP interventions meet the needs of specific pupils.
F.	Development of life skills, confidence and integration	Pupils show increased confidence and engage effectively in school activities & lessons.
G.	Improved attendance and punctuality for pp pupils so they access education.	95%+ pp attendance. Reduction of persistent absenteeism.

5. Planned expenditure

Academic year

2018-9

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?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Consistent good or better teaching leads to good or better progress for all pupils. PP pupils reach end of year targets and achieve age-related expectations.	<p>Opportunities for English & Maths subject leaders to develop and monitor effective teaching strategies across the school:</p> <ul style="list-style-type: none"> • writing, spelling and grammar; • timely challenge for all pupils in maths; • implementation of best practice • sharp focus on pp pupils. • subject leaders monitor carefully; their feedback is used to drive improvement and secure outcomes for pupils. • Staff to teach in new year groups for part of the timetable. 	EEF shows that development of quality first teaching and monitoring of teaching and interventions to ensure efficacy is key to improving pupil outcomes.	<p>Release time will focus on achieving specific improvements linked to improvement planning.</p> <p>Time in staff meetings devoted to sharing best practice, feedback and monitoring outcomes to drive improvement</p> <p>Teachers liaise with other teachers about progress of pupils in their own class. Staff have ownership and accountability for the outcomes of their pupils.</p>	JC, NT, KP	<p>During interim reviews and following half-termly pupil progress meetings.</p> <p>Ongoing during staff meetings.</p>
Pupils are carefully tracked and their learning is carefully planned for and supported, based on evidence, with a sharp focus on PP pupils..	Class teachers to conduct progress reviews, moderate R, W, M. and plan for pp pupils. One-page profiles are in place. Discussions with pupils take place each term.	EEF shows that the development of quality first teaching is highly effective in achieving good educational outcomes.	Time will be set aside for staff to moderate, with outcomes shared in staff meetings. HT will oversee implementation of one-page-profiles for pp pupils which will be completed by teachers.	JC, NT, KP	At half-termly intervals, following moderation of work.
Support staff help pupils to achieve and take ownership of their learning. Time bound interventions help pupils to progress rapidly.	<p>Ensure ongoing effectiveness of support staff interventions. Teachers deploy TAs for maximum impact, monitoring and adjusting input to secure impact.</p> <p>Pupils in Year 6 are given weekly one to one support in maths for three half terms by a teacher.</p>	EEF shows support staff are most effective when well-trained and delivering structured interventions.	Time will be set aside in staff meetings to consider documents from EEF supporting the best use of TAs and to discuss how we use TAs effectively in school. Staff will be able to discuss courses widen their impact and to improve practice.	JC	Half-termly, during staff meetings and following the attendance of courses.

Learning needs of individuals can be targeted precisely.	Reduce Class Size to support differentiation across KS2 cohort.	EEF shows reduced class size to have an impact of 3+ month's progress over a year. Further impact will be achieved by reducing the age-range in the class.	During observations it will be possible to see how individual learning needs are targeted and the information gained from data will help to inform monitoring. Feedback from pupils will also help.	JC	During observations, following half-termly assessments, following targeted drop-ins.
Total budgeted cost					£1500
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?
Reading, writing and maths progress improved for all PP and pupils on track to achieve targets.	TAs to deliver high quality one-to-one and small group support using structured interventions and tailored resources.	EEF shows that TAs delivery of targeted interventions - one-to-one or small groups - shows a consistent impact on attainment of up to 3-4 months.	Monitoring using half-termly tests and teacher assessments. Monitoring of interventions by HT and teaching staff.	JC, NT, KP	Review termly.
Pupils stay on track to achieve R,W, M targets.	20 mins morning work: catch-up provision if child is absent - class teacher.	Making the links between classroom practice and interventions explicit to pupils is proven to increase effectiveness. This will also help to reduce the impact of gaps in pupils learning.	Teacher and TA liaise carefully about planned approach so that provision is targeted carefully.	JC, NT, KP	Pupil premium/progress meetings termly.
Increased parental engagement, access to IT and reading attainment.	Extra Lexia sessions, including before school for PP pupils.	Lexia is proven to be an effective approach to improving pupils reading comprehension. Some pupils can't access technology at home so this will help to improve access. Some parents don't engage so this will be another opportunity.	Monitoring of Lexia usage and progress for pp pupils. Parents invited and encouraged to attend.	NT	Half-termly pp/progress meetings.
Attendance improves for pp pupils.	Attendance officer to follow up attendance issues. Offer incentives for good attendance.	Pupil attendance has an impact on pupil progress and outcomes. The attendance of pp pupils is not yet as good as for other pupils in the school.	Attendance reported to HT every week by Admin Office. Parents will be invited to discuss issues with HT/SBM and action plans put in place as needed. These will be monitored by SBM & HT.	JB	Attendance will be monitored regularly (weekly) and attendance action plans will be monitored (if applicable).
Total budgeted cost					£1500
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?
Pupils are able to make good choices independently and are ready to learn. Behaviour throughout the day is outstanding. Pupil self-esteem is increased.	Play Leader Y5/6 training; play leaders in place. Structured collaborative play opportunities to ensure inclusion of pupils at playtime.	Pupils will be ready to learn in the afternoon and will be more independent in moderating their behaviour.	HT will drop-in to lunchtimes and staff will support too.	JC	Reduction of entries into the school behaviour log.
Support for the welfare of pupils.	Emotional Literacy Support Assistant	ELSAs are a proven to be an effective way in supporting pupils emotionally through targeted sessions.	ELAS training fully completed. Action plan in place. Impact reviewed by ELSA and feedback provided to HT.	PT	Termly and ongoing through discussion with pupils and HLTA.
All pupils can access a broad and rich curriculum	Financial support for school visits & experiences	EEF shows that pupils' access to a wide range of opportunities supports their holistic development and helps to improve outcomes.	Parents will be offered support with visits and we will work with parents so that pupils are not left out due to financial pressures.	JC	As necessary when requests for voluntary contributions occur.
Total budgeted cost					£600

6. Review of expenditure				
Previous Academic Year		2017-8		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Pupils reach end of year targets and phonics goals.</p> <p>Subject leaders monitoring feedback is used to drive improvement and secure outcomes for pupils.</p>	<p>Guided reading and follow up activities developed.</p> <p>Spelling scheme introduced and GPS teaching developed.</p> <p>Development of mastery approach in mathematics.</p> <p>Subject leaders monitor core subjects carefully.</p>	<p>100% of non-mobile Y1 achieved phonics goals, including PP, at the end of KS1 (90% passed), 40% achieving full marks.</p> <p>Spelling scheme is ensuring a carefully planned approach to teaching spelling across the school. GPS scores overall above national, but spelling still is not as strong as grammar and punctuation.</p> <p>Maths outcomes in KS2 are above national but further development is needed to ensure maths mastery, especially looking into development of teaching resources used. Subject leadership time has led to identification of the need for an ongoing focus on maths mastery, developing pupils reasoning and problem solving skills. Phonics outcomes have improved (cohort).</p>	<p>Continue to ensure differentiated approach to phonics teaching and careful monitoring of pupil progress, feedback about work covered and pupil progress between teacher and TA needs to be ongoing.</p> <p>Continue to develop ways to ensure spelling teaching is embedded and pupils master the spelling patterns and rules.</p> <p>Continue to develop problem solving and explore methods of teaching for mastery, including further training for teachers if available.</p> <p>Additional time to monitor subjects has led to a greater understanding amongst staff where the gaps are and how to make improvements across the school. A critical friend approach needs to be ongoing and embedded as part of the school culture.</p>	£1000
<p>Pupils are carefully tracked and their learning is carefully planned for and supported, based on evidence.</p>	<p>Release time for class teachers to conduct progress reviews, moderate R, W, M. and plan for pp pupils. Discussions with pupils take place each half-term.</p>	<p>Progress reviews enabled a sharper focus on PP pupils and as a result it has been possible to more carefully pinpoint areas to work on for each child, which has resulted in carefully tailored support. Pupils are achieving well in the core subjects, although there is some concern for one PP pupil in KS2 maths and one in KS1 writing – these are being addressed.</p>	<p>Continue to carefully track, monitor and support pupils across the curriculum but focus specific support in areas of need.</p>	£500
<p>Support staff help pupils to achieve and take ownership of their learning. Time bound interventions help pupils to progress rapidly.</p>	<p>Continue to ensure effectiveness of support staff and time bound interventions. Refresher training</p>	<p>Staff training has supported teachers and TAs in working strategically to benefit pupils most. Intervention programmes are promoting pupil progress more rapidly, especially for pupils who are not achieving ARE and for the more able.</p>	<p>Pupils are starting to take more ownership of their own learning but more work needs to be done in this area.</p>	£1000

Reduced class size to improve differentiation across KS2 cohort.	Employ PT Temp teacher to work in KS2 (English).	SATs outcomes reflect higher than national achievement for pupils. Progress measures are good.	Spelling was one area where pupils generally didn't do so well so we need to develop our teaching and ensure the scheme is used effectively alongside other methods.	£1000
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ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
IEP targets achieved for PP with SEN; Reading, writing and maths progress improved for all PP and pupils on track to achieve targets.	TAs to deliver high quality one-to-one and small group support using structured interventions and tailored resources.	SEN achieve most IEP targets. Reading progress has improved and all PP pupils achieved SRE. SEN progress for reading has been strong, with Y6 pupil achieving ARE. One PP pupil needs more support to achieve writing ARE and one to achieve maths ARE.	Keep IEP targets specific and focus on these in class and through interventions. Continue to develop parental support.	£1500
Increased parental engagement, access to IT and reading attainment.	Extra Lexia sessions, including before school for PP pupils, with parents invited.	Lexia is working well for all pupils and we have improved access to technology with the purchase of additional laptops. Pupils can access these during before and after school clubs which has helped. All pupils have good access to technology in school.	Ensure licenses use is optimised by teaching staff.	£950
Attendance improves for pp pupils.	Attendance officer to follow up attendance issues. Offer incentives for good attendance.	Attendance has improved but is still not as good as for other pupils due to absences for illness and holidays. The attendance procedures have supported an improvement and parents understand their responsibility and the impact of poor attendance on their child's education.	Pupil's genuine illness has an impact, as does parental choice, including term time holidays, which are discouraged and not authorised. The attendance policy needs to continue to be enforced to send a consistent message of expectations.	£50

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils are able to make good choices independently and are ready to learn. Behaviour throughout the day is outstanding. Pupil self-esteem is increased.	Support for supervisors in developing positive behaviour at lunchtime. Play Leader Y5/6 training; play leaders in place.	Y5/6 Play Leaders have helped to ensure pupils have structures collaborative play opportunities at playtimes. Lunchtime supervisors training and development has helped to support them in ensuring happy lunchtimes: feedback from BST has been very positive.	Maintain momentum of play leader initiative. Ensure lunchtime staff are vigilant at all times and balance the focus on providing structured play.	£50
Support for the welfare of pupils.	Emotional Literacy Support Assistant	ELSA support has been delayed due to staff absence but is now on track and benefitting pupils who need this support.	Issues with staffing absences.	£300
All pupils can access a broad and rich curriculum	Financial support for school visits & experiences	100% of school visits have been accessed by all pupils, including support financially to take part in the residential visit and other planned visits.	Continue to support families.	£250
Parents of PP pupils are able to support their child with school work and are engaging with the school	Workshops and events to which parents are invited.	Parents attending these activities are not always parents of PP children and so we have provided the opportunity for pp parents to work in different ways with the school, including individual meetings with staff, whilst encouraging attendance and +ve communication.	Continue to provide opportunities to communicate with parents in a wide variety of ways including electronically and in person.	-

7. Additional detail

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

Quality first teaching supported by effective interventions help to make our provision for pupil premium pupils highly effective. Pupil Premium pupils benefit from free after-school clubs. We offer a wide range of clubs which help to develop pupils socially and emotionally and widen opportunities through involvement in a group. These include gardening club, recorder club, sports clubs, knitting club, bell ringing club and the library club. We operate buddy systems so that older pupils support younger pupils. Pupils in Y5/6 are involved in play leader training so that they can lead games at playtime, increasing their self-esteem and providing leadership opportunities for them as well as play opportunities for younger pupils. In Year 6, pupils are supported with revision materials, booster session and one-to-one sessions led by teachers. Plans to develop our ELSA have been set back by the long-term absence of a staff member. Educational visits continue to be a strong feature of school life, supporting pupils to develop holistically. We also provide ten additional swimming sessions at no cost to parents. Teachers and staff give freely of their time to ensure pupils are given these extra experiences, often at no monetary cost to the school or the pupils and parents. The Friends of the School is a voluntary organisation which provides a variety of social events for pupils and parents to attend.

We had 3 pupil premium pupils at the start of the 2018 academic year, fewer than in previous years. We promote the pupil premium to parents to help ensure all pupils eligible are signed up.