# Pupil premium strategy statement (primary)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **School** | Lockington CE VC Primary School | | | | |
| **Academic Year** | 2017-8 | **Total PP budget** | £6600 | **Date of most recent PP Review** | 10/17 |
| **Total number of pupils** | 45 | **Number of pupils eligible for PP** | 5 | **Date for next internal review of this strategy** | 10/18 |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | | Low prior attainment/SEN | |
|  | | Attendance rates | |
| **C.** | |  | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | | Family stress; school moves; welfare issues; range of experience; accessing IT; housing. | |
| 1. **Desired outcomes** *(Desired outcomes and how they will be measured)* | | | **Success criteria** |
| **E.** | Closing the gap for pp pupils in core subjects. | | MA pp pupils to achieve at least EXP. HA pp pupils to achieve GDS. LA show potential to achieve EXP by end of Key Stage. SEN meet their targets. |
| **F.** | Strategic monitoring of effectiveness and analysis of pupil data to inform interventions. | | PP interventions meet the needs of specific pupils. |
| **G.** | Development of life skills, confidence and integration | | Pupils show increased confidence and engage effectively in school activities & lessons. |
| **H.** | Improved attendance | | 95%+ pp attendance. Reduction of persistent absenteeism. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Planned expenditure** | | | | | | | |
| * **Academic year** | | **2017-8** | | | | | |
| 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 | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | | **What is the evidence? rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| PP pupils reach end of year targets and phonics goals.  Subject leaders monitoring feedback is used to drive improvement and secure outcomes for pupils. | Opportunities for English & Maths subject leaders to develop and monitor effective teaching strategies across the school:   * guided reading and follow up activities; * writing, spelling and grammar; * challenge for all pupils in maths; * phonics; * implementation of best practice across the school and monitoring to ensure consistency; * sharp focus on pp pupils. | | | EEF shows that development of quality first teaching and monitoring of teaching and interventions to ensure efficacy is key to improving pupil outcomes. | Monitoring schedule will be put in place and feedback will help to inform future planning and monitoring. | JC, NT, KP | Following termly release time for staff, during interim reviews and following half-termly pupil progress meetings. |
| PP pupils are carefully tracked and their learning is carefully planned for and supported, based on evidence. | Release time for 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 half-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. | Continue to ensure effectiveness of support staff and time bound interventions. Teachers deploy TAs for maximum impact, monitoring and adjusting input to secures impact. Teaching and support staff are refresher-trained in the most effective use of TAs. TAs to attend courses to update skills and knowledge. | | | 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. Employ PT Temp teacher to work in KS2. | | | 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 which take place every half-term. |
| **Total budgeted cost** | | | | | | | £3000 |
| 1. **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?** |
| 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. | | 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 against IEP targets, IEP meetings, monitoring using half-termly tests. Monitoring of interventions by HT and teaching staff. | JC, NT, KP | SENCO and class teacher will review termly/half termly. |
| Pupils stay on track to achieve R,W, M targets. | 20 mins morning work: catch-up provision if child is absent by key worker attached to PP pupils with input from 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 | Half-termly pupil premium/progress meetings. |
| Increased parental engagement, access to IT and reading attainment. | Extra Lexia sessions, including before school for PP pupils, with parents invited. | | 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. |
| Improved speech and language leads to better outcomes for pupils. | Talk Boost introduced. Staff will be trained to deliver this. | | This is a proven effective intervention which can be easily assessed for impact. EEF show oral language interventions have high impact. | | Staff training by accredited tutor. Monitoring of the approach and measurement of outcomes. | JC, KP | Ongoing throughout programme and at the end of the intervention. |
| 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. | AB | Attendance will be monitored regularly (weekly) and attendance action plans will be monitored (if applicable). |
| **Total budgeted cost** | | | | | | | £3000 |
| 1. **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. | Support for supervisors in developing positive behaviour at lunchtime.  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. | | Behaviour support teacher will observe lunchtimes, meet with staff to make suggestions, staff will implement suggestions and behaviour support teacher will carry out a further observation to assess the impact of actions put in place. HT will drop-in to lunchtimes and staff will support too. | JC | Monthly, after initial observation to ensure practice is imbedded. There will be a reduction in the number of incidents, assessed by a 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. |
| 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. | | Parental engagement leads to improved outcomes. Some parents are more likely to attend events than curriculum workshops so a balance of these will take place. | | By ensuring parents are invited well in advance and by monitoring parents reaction to workshops and events through questionnaires. | JC, NT, KP | Following delivery of workshops and attendance at events. |
| **Total budgeted cost** | | | | | | | £600 or as required |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2016-7** | | |
| 1. **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** |
| Good or better progress for all pupils. | 1 to 1 sessions in maths for all Y6 pupils.  Reciprocal Reading and Lexia (KS2).  Mathematics Intervention  Writing assessment  TA support using structured interventions | 100% Y6 PP pupils achieved ARE in maths SATs. HA Y6 pupil 1 point off GD (special considerations). 86% Y6 achieved EXP/GD.  End of summer 2017: 88% of pupils working at ARE or above in KS2 (26% SEN in cohort). 88% PP working at ARE+. Reading progress in KS2 SATs improved over-all for cohort. This does not include new arrivals at end of summer term.  PP pupil who was included achieved ARE in maths.  All PP pupils achieved ARE or GD in writing.  Targeted pupils were more prepared at the start of each lesson. They used strategies such as 5 B’s readily. | Ensure close link maintained between quality first teaching and content of 1 to 1 sessions.  Reciprocal reading and Lexia are effective but for pupils with no internet access at home, access to Lexia out of school is difficult. Parental engagement for PP pupils was challenging.  The size of the group needs to be small and liaison between class-teacher and intervention teacher needs to ongoing to support AfL.  Pupils sometimes blamed home life for lack of readiness so staff also liaised with parents to improve this. | £500  £500  £250  £250  £250 |
| Development of staff pedagogy (outstanding teaching courses attended and followed up) | Pupils’ progress is at least good for most pupils because of developments to AfL, differentiation and feedback. Teacher and TA differentiation, feedback and questioning skills are of a high standard with all teaching good/outstanding. | This approach will continue, especially as it has led to success throughout the school. Success has been most noticeable in reading where the reciprocal reading approach and Lexia have been introduced too. Reading resources now need to be addressed in KS2. | £250 |
| Pupils take ownership of their learning. | Develop TA/Teacher pedagogy. | Training has led to changes as teacher/TA questioning skills and AfL has improved (see lesson observations). Feedback to pupils supports them in achieving next steps. | This is effective and pupils are starting to engage more actively in lessons; Teachers/TAs take ownership for the progress of pupils during class time and interventions. | £250 |
| Reduced class size to improve differentiation across KS2 cohort. | Employ PT Temp teacher to work in KS2 (English). | 81% of KS2 working at ARE+ in reading; 88% of KS2 at ARE+ in Writing. 100% Y6 PP achieve ARE+ (50% GD) in writing. 100% Y6 PP make good progress over the year in reading; 50% achieve GD. 100% PP achieve ARE in maths. | Reading progress improved, writing attainment improved. Spelling was one area where pupils generally didn’t do so well so we are introducing a spelling scheme across the school to help develop this area. Pupils generally preferred to have the same English and Maths teacher throughout the morning so we have reverted to that for 2017-8. | £5000 |
| 1. **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** |
| HA pupil to achieve GDS. MA pupils to achieve challenging targets. | Revision resources purchased. Targeted support with revision, in lessons and with homework. Purchase of assessment resources. | HA pupil achieved GD in R, W & GPS. Revision resources were purchased for Y6 PP pupils and used in school. They were not used as effectively at home as would have hoped. HA 1 point off GD in maths; MA pupils all making good progress. | Due to unforeseen events it was sometimes hard for these pupils to revise at home. Support in school with homework helped to some extent, but pupils then missed out on other curricular activities or playtime. Homework club helped because pupils could choose to attend and all pupils did. Access to internet at home was an issue. | £1500 |
| LA PP to achieve ARE in all areas. | TA support, specific interventions, specialist support and tailored resources. | LA pupil achieved ARE in writing and maths but not reading and GPS. TA support was effective and progress was made in all areas but due to specific difficulties AREs were not fully met. Resources e.g. Barrington Stoke Reading Books etc. and regular reading practice helped to improve reading comprehension. | TA developed AfL and feedback strategies which helped increase effectiveness of interventions. Careful supervision of interventions with an overview by the class teacher is essential. | £350 |
| 1. **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** |
| Improved attendance rates, especially for PP pupils. | Administration Officer to monitor attendance patterns for all groups and follow up absences in a timely manner. Offer incentives. | Attendance of disadvantaged pupils has improved: further improvements are desirable to bring this in line with other groups in the school, although this is also above national.  The school works closely with its families to support attendance. | We will continue to monitor and follow up attendance issues. We will modify standard letters to account for circumstances of individual families. We will continue to work closely with EWO. Incentives work well – we could add figures to the website and share figures in school to incentivise pupils even more. | £100 |
| Increase parental engagement. | Workshops to support homework, SATs. Interim reports. Events for parents to attend. | Events well attended. Most well-attended include parent consultation evenings (89%), performances (100%), class assemblies etc. KS2 SATs workshop for parents (62%) but no PP parents. KS2 science workshop (88%). | Consider inviting pupils to workshops or setting up a place for younger siblings to go in school whilst parents are attending workshops. Ask parents what would help increase their attendance at meetings about curriculum areas. | £50 |

|  |
| --- |
| 1. **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 such as ‘Us Kids Can’ which works with pupils and parents to promote healthy lifestyles. 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. This academic year we plan to open early so PP and SEN pupils can access Lexia and other computer-based learning with support from TAs. We are training an ELSA and plan to implement Talk Boost, following staff training. Residential visits, performances and visits as well as visitors to school are highlights of the school year. Teachers and staff give freely of their time to ensure pupils are given these extra experiences, often at no 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 8 pupil premium pupils at the start of the 2017 academic year. 3 of these pupils left during the academic year. 2 left at the end of Year 6. Two new pupils arrived during the final summer half term. This means only three of our pupils who started in 2016 are included in the ‘current pupil’ data and two or these are new to the school.  **Abbreviations:**  SEN: Special Educational Needs ARE: Age Related Expectations KS2: Key Stage 2  PP: Pupil Premium GD: Greater Depth SATs: Statutory Assessment Tests  MA: Middle Ability HLTA: Higher Level Teaching Assistant  HA: Higher Ability ELSA: Emotional Literacy Support Assistant  LA: Lower Ability R,W,M: Reading, Writing & Mathematics  EEF: Educational Endowment Foundation GPS: Grammar, Spelling & Punctuation |