

Pupil Premium: planning to overcome barriers to learning at Lidget Green Primary School

What are the most effective ways to support disadvantaged pupils' achievement? NFER research into effective practice identifies 7 key features of provision:

- 1. Whole school ethos of attainment for all:** Schools have an ethos of high attainment for all pupils and avoid stereo-typing disadvantaged pupils as all facing similar barriers or having less potential to succeed.
- 2. Addressing behaviour:** schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support including working with families.
- 3. High quality teaching for all:** Schools emphasise "quality teaching first" and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.
- 4. Meeting individual learning needs:** Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.
- 5. Deploying staff effectively:** Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and training teaching assistants to support pupils' learning.
- 6. Data driven and responding to evidence:** Teachers use data to identify pupils' needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.
- 7. Clear, responsive leadership:** Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.

What are our pupils' internal and External barriers to learning?

- Vulnerable families with emotional and social needs
- Vulnerable families lacking engagement with education
- Low attendance that impacts negatively on learning
- Lack of *cultural capital* and experience impeding ability to contextualise learning
- Low baseline pupils on entry to YR
- Underachievement due to lack of engagement with education
- Speech and language delay
- Behaviour that impedes learning

What are the intended outcomes of our action plan?

- A. % of pupils achieving age related expectations in reading, writing and maths match national expectations
- B. PP tracking is robust and is used to inform subsequent provision
- C. Support is provided for families' and pupil's social, emotional and health needs
- D. Pupils' attendance is improved and no longer limits access to learning
- E. More able pupils are achieving at high levels
- F. Underachieving pupils are closing the gap with their peers: progress for PP closing the gap on national other
- G. Low baseline pupils are school ready in the summer term
- H. Pupils are provided with access to a wide range of experiences that enhance their knowledge and understanding of the world and support learning across the curriculum particularly in literacy and mathematics
- I. Specific gifts and talents are identified and encouraged; engagement with learning is improved

April 2017 – April 2018	Amount of pupil premium funding	Number of eligible pupils	Number of Looked After Children	Number of Forces Children
2017 – 2018 funding	£249,963 (including EYPP funding)	178 pupils – 34%	0	0

Evidence base	Action	Budget	New / Continued Action	Targeted Group	Intended Outcome	Monitored by	Impact
WHOLE SCHOOL STRATEGIES FOR ALL PUPILS – BENEFITTING 178 PP PUPILS							
2	Attendance Officer employed to ensure all children attend on a regular basis. Focussed tracking and intervention for PP and PA children – <i>first day visits, ½ termly meetings, celebration, certificates etc.</i>	£19,894	Continued Action	Whole school (178 PP)	D -	SLT GOVS	
2	Pastoral team offer support for emotional and learning resilience to families and pupils - <i>resources purchased, counselling sessions funded</i>	£3,675	Continued Action	Whole school (178 PP)	C -	SLT	
2 & 4	Pastoral team develop intervention and nurture activities to support children with SEBD difficulties. Aim to reduce behaviour incidents and ensure all children accessing all aspects of learning. – <i>resources purchased</i>	£1000	Continued Action	Whole school (72 PP)	H & I	SLT	
1 & 3	Broad, experiential curriculum - contribution made to fund enrichment activities to ensure all children able to participate.	£28,775	Continued Action	Whole school (178 PP)	E, H & I	SLT GOVS	
2 & 3	Enhancement to outdoor provision; <i>resources for games, equipment for physical development etc.</i>	£5,040	New & Continued	Whole school (178 PP)	H & I	SLT	
3	Improvements to quality first teaching secured by the employment of outstanding practitioners, rigorous internal monitoring, CPD, school to school support within the LAP, Additional support from external SIP	£13,440	New & Continued	Whole school (178 PP)	A, B & F	SLT	
2, 3, & 7	High expectations of effort and behaviour modelled by all adults in school	No cost	New & Continued	Whole school (178 PP)	A & H	SLT	
3, 4 & 6	Clear <i>visible</i> expectations set by school's assessment system – children understand their next steps for learning – annual cost	£6,500	Continued Action	Whole school (178 PP)	A	SLT	
3, 4 & 7	Enhanced, focused EY provision – improvements to indoor and outdoor setting, use of specialist external support to improve staff skills	£ 5,600	Continued Action	Whole school (12 PP)	A, H & G	SLT	
1 & 2	Enhancing work with parents – e.g. parent drop in sessions, phonics workshops, stay and play – <i>resources costs</i>	£1,000	New & Continued	Whole school (178 PP)	C & I	PIW, CT SLT	

TARGETED STRATEGIES FOR UNDER-PERFORMING PP PUPILS							
2	Focus on increasing number of pupils accessing breakfast club and after school club for children at risk from poor attendance through targeted invitation. Development and addition of engaging educational activities.	£1000	New & Continued Action	(178 PP)	C & D	Breakfast Club/ Kidzone staff PIW SLT	
2	Fund places at Breakfast Club for PP to help support improved punctuality.	£28,275	Continued Action	(145 PP)		Breakfast Club staff PIW SLT	
1 & 6	Focus strategies for tracking PP – data analysis, ½ termly pupil progress meetings with senior leader focused on PP	No cost	New Action		A & F – teachers are planning next steps accurately and all underachieving PP are making rapid progress	CT, SLT	
4	Intervention groups for reading, writing and maths – <i>resources costs</i>	No cost	Continued Action	(97 PP)	A & B -	CT, SLT	
4	Early Intervention strategies employed to support PP children – additional support staff to deliver interventions	£34,125				CT, SLT	
4	Booster classes for Year 6 PP children. Additional teaching staff	£38,638		(19 PP)		Y6 Saff, CT, SLT	
4	Catch up groups for phonics – additional support staff to work with targeted groups. All PP children to access additional phonic sessions a week according to need.	£34,125	Continued Action	Y1 & Y2 groups (13 PP)	B & F -	KS1 staff, CT, SLT	
TARGETED SUPPORT FOR INDIVIDUAL PP PUPILS							
4 & 6	Precision tasks for PP in KS2 to address gaps in learning – <i>resources purchased</i>	£1,998	New Action	(60 PP)	F	KS2 staff, CT, SLT	
2 & 7	Funded residential visits	£8,775	New Action	(49 PP)	C & H	SLT	
2 & 7	Funded educational visits	£13,880	New Action	(178 PP)	C & H	SLT	
4 & 6	Beanstalk Reading provision – 3 additional volunteers	£1,926	New Action	(9 PP)	B & F	English Leader, SLT	
4 & 6	Reading Matters – 1: 1 reading mentoring sessions	£1,300	Continued Action	(9 PP)	B & F	English Leader, SLT	