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

**2018 -19**

**September 2017 – July 2018**

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| **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. | 1. **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. | 1. **High quality teaching for all:** Schools emphasise “quality teaching first” and provide consistently high standards by setting expectations, monitoring performance and sharing best practice. |
| 1. **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. | 1. **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. | 1. **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. |
|  | 1. **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. |  |

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| **What are our pupils’ internal and External barriers to learning?** | **What are the intended outcomes of our action plan?** |
| * 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 | 1. % of pupils achieving age related expectations in reading, writing and maths match national expectations 2. PP tracking is robust and is used to inform subsequent provision 3. Support is provided for families’ and pupil’s social, emotional and health needs 4. Pupils’ attendance is improved and no longer limits access to learning 5. More able pupils are achieving at high levels 6. Underachieving pupils are closing the gap with their peers: progress for PP closing the gap on national other 7. Low baseline pupils are school ready in the summer term 8. 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 |

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| **April 2018 – April 2019** | **Amount of pupil premium funding** | **Number of eligible pupils** | **Number of Looked After Children** | **Number of Forces Children** |
| 2018 – 2019 funding | £229,680 | 173/ 29% | 1 | 0 |

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| **Evidence base** | **Action** | **Budget** | **New / Continued Action** | **Targeted Group** | **Intended Outcome** | **Monitored by** | **Impact** |
| **WHOLE SCHOOL STRATEGIES FOR ALL PUPILS – BENEFITTING 173 PP PUPILS** | | | | | | | |
| **2** | Attendance Officer and ESW ensure all children attend on a regular basis. Focussed tracking and intervention for PP and PA children – *first day visits, ½ termly meetings with parents, celebration, certificates etc*. | £18,000 | **Continued Action** | Whole school | D - | SLT  GOVS |  |
| **2** | Pastoral team offer support for emotional and learning resilience to families and pupils - *counselling sessions funded* | £30,000 | **Continued Action** | Whole school | 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. | £27,000 | **Continued Action** | Whole school | H & I | SLT |  |
| **1 & 3** | Broad, balanced curriculum - contribution made to fund enrichment activities to ensure all children able to participate. | £26,000 | **Continued Action** | Whole school | E, H & I | SLT  GOVS |  |
| **2 & 3** | Enhancement to outdoor provision in KS1; *resources for games, equipment for physical development etc.* | £5,000 | **New Action** | Whole school | 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 West 1LAP, Additional support from external SIP | £55,000 | **Continued Action** | Whole school | A, B & F | SLT |  |
| **3, 4 & 6** | Clear expectations set by school’s assessment system – children understand their next steps for learning. | 5,000 | **Continued Action** | Whole school | A | SLT |  |
| **1 & 2** | Enhancing work with parents – e.g. parent drop in sessions, phonics workshops, stay and play – *resources costs* | £3,000 | **Continued Action** | Whole school | C & I | PIW, CT  SLT |  |
| **TARGETED STRATEGIES FOR UNDER-PERFORMING PP PUPILS** | | | | | | | |
| **2** | Fund places at Breakfast Club for PP to help support improved punctuality. | £18,000 | **Continued Action** |  |  | 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 | £6,680 | **Continued Action** |  | A & F – teachers are planning next steps accurately and all underachieving PP are making rapid progress | CT, SLT |  |
| **4** | Catch up groups for phonics – staff to work with targeted groups. All PP children to access additional phonic sessions a week according to need. | £16,000 | **Continued Action** |  | B & F - | KS1 staff, CT, SLT |  |
| **4** | Lunchtime and after school Booster Classes for pupils in Year 6 | £15,00 | **New Action** |  | A & F | Y6 staff, SLT |  |
| **TARGETED SUPPORT FOR INDIVIDUAL PP PUPILS** | | | | | | | |
| **2 & 7** | Funded residential visits | £1,500 | **Continued Action** |  | C & H | SLT |  |
| **2 & 7** | Funded educational visits | £1,500 | **Continued Action** |  | C & H | SLT |  |
| **4 & 6** | Beanstalk Reading provision – 3 additional volunteers | £2,000 | **Continued Action** |  | B & F | English Leader, SLT |  |
| **Total** |  | £229,680 |  |  |  |  |  |