**2017 – 2018 Pupil Premium: planning to overcome barriers to learning at Lidget Green Primary School**

**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 * Behaviour that impedes learning | 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 9. Specific gifts and talents are identified and encouraged; engagement with learning is improved |

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| **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 |

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| **School** | **EYFS**  **GLD** | **Year 1**  **Phonics** | **KS1**  **Reading** | **KS1**  **Writing** | **KS1**  **Maths** | **KS1**  **Combined** | **KS2**  **Reading** | **KS2**  **Writing** | **KS2**  **Maths** | **KS2**  **Combined** | **EGPS** |
| **No in cohort** | 71 | 86 | 73 | 73 | 73 | 73 | 74 | 74% | 74 | 74 | 74 |
| **Whole Cohort** | 62% | 84% | 73% | 60% | 69% | 55% | 81% | 78% | 81% | 72% | 81% |
| **Disadvantaged** | 27% | 80% | 63% | 50% | 50% | 42% | 68% | 71% | 68% | 59% | 74% |
| **Non Disadvantaged** | 68% | 85% | 78% | 65% | 78% | 61% | 93% | 85% | 93% | 83% | 89% |

End of year outcomes July 2018

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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 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 – *first day visits, ½ termly meetings, celebration, certificates etc*. | £19,894 | **Continued Action** | Whole school  (178 PP) | D - | SLT  GOVS | Attendance officer has focussed on PP attendance which currently stands at 94.2%. Persistent absence is currently 11%. Continued action is needed alongside line management by the HT. |
| **2** | Pastoral team offer support for emotional and learning resilience to families and pupils - *resources purchased, counselling sessions funded* | £3,675 | **Continued Action** | Whole school  (178 PP) | C - | SLT | Support has been provided to individual families during the year which has enabled pupils to attend school regularly and access provision effectively. |
| **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. – r*esources purchased* | £1000 | **Continued Action** | Whole school  (72 PP) | H & I | SLT | The 4 learning mentors have worked with identified pupils which has ensured access to all aspects of learning .This work has been a key factor in supporting children with SEBD. |
| **1 & 3** | Broad, balanced 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 | Contributions have been made to ensure pupil premium pupils have equality of access to schools trips and residentials. |
| **2 & 3** | Enhancement to outdoor provision; *resources for games, equipment for physical development etc.* | £5,040 | **New & Continued** | Whole school  (178 PP) | H & I | SLT | Pupils in the EYFS have benefited from enhanced outdoor provision to support access to the full EY curriculum. |
| **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 | Monitoring of outcomes and accountability for the PP funding has been a key focus across school from SLT through to class teachers. Staff track groups of pupils and plan interventions as part of the monitoring and assessment process. |
| **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 | There continues to be a whole school focus on high expectations for behaviour and participation in learning for all pupils, this is evident through the Growth Mindset ethos. |
| **3, 4 & 6** | Clear *visible* expectations set by school’s assessment system – children understand their next steps for learning. | £6,500 | **Continued Action** | Whole school  (178 PP) | A | SLT | The marking and feedback policy has been reviewed to ensure that pupils have clear next steps to address which has improved their learning, this can be seen through teacher impact in the lesson and ‘pink box’ next steps in books. |
| **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 | The indoor learning environment has been improved with a focus on key Prime skills alongside reading, writing and maths. Further work is need to improve the outdoor learning environment. |
| **1 & 2** | Enhancing work with parents – e.g. parent drop in sessions, phonics workshops, stay and play – *resources costs* | £1,000 | **New & Continued** | Whole school  (178 PP) | C & I | PIW, CT  SLT | Parent engagement has been developed through reading workshops in EY. Further work is needed next year to develop this aspect of the plan. |
| **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 | Pupil Premium pupils have received individual invitations to attend Breakfast Club and Kidzone where attendance is an issue. Uptake of the places has been dependent on the individual circumstances of the families involved. |
| **2** | Fund places at Breakfast Club for PP to help support improved punctuality. | £28,275 | **Continued Action** | (145 PP) |  | Breakfast Club staff  PIW  SLT | There are a number of families who access free places, however the low cost of the clubs is not always a barrier in itself. |
| **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 | From September 2017 the tracking of Pupil Premium outcomes has been a focus for all year groups and members of the SLT. This work requires continued focus every year in order for impact to be seen and measures to be made. |
| **4** | Intervention groups for reading, writing and maths – *resources costs* | No cost | **Continued Action** | (97 PP) | A & B - | CT, SLT | Interventions and re- fuelling sessions have been targeting PP pupils throughout the year. |
| **4** | Early Intervention strategies employed to support PP children – additional support staff to deliver interventions | £34,125 |  |  |  | CT, SLT | Individual pupils have been supported across the year with reading, writing and maths interventions. |
| **4** | Booster classes for Year 6 PP children. Additional teaching staff | £38,638 |  | (19 PP) |  | Y6 Staff, CT, SLT | Year 6 pupils have benefitted from interventions led by experienced, effective year 6 support staff. |
| **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 PP pupils received additional differentiated .phonic teaching sessions according to need |
| **TARGETED SUPPORT FOR INDIVIDUAL PP PUPILS** | | | | | | | |
| **4 & 6** | Precision tasks for PP in KS2 to address gaps in learning – *resources purchased* | £1,998 | **New Action** | (60 PP) | F | KS2 staff, CT, SLT | Additional reading resources have been purchased across KS2 to address gaps in learning and support QFT. |
| **2 & 7** | Funded residential visits | £8,775 | **New Action** | (49 PP) | C & H | SLT | Individual request from families have enabled pupils to attend residentials. |
| **2 & 7** | Funded educational visits | £13,880 | **New Action** | (178 PP) | C & H | SLT | Individual request from families have enabled pupils to attend school trips. |
| **4 & 6** | Beanstalk Reading provision – 3 additional volunteers | £1,926 | **New Action** | (9 PP) | B & F | English Leader, SLT | 1:1 reading support has contributed to individual improvements in attainment and/ or progress and has helped to develop a love of reading. |
| **4 & 6** | Reading Matters – 1: 1 reading mentoring sessions | £1,300 | **Continued Action** | (9 PP) | B & F | English Leader, SLT | 1:1 reading support has contributed to individual improvements in attainment and/ or progress and has helped to develop a love of reading. |