**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 * English Additional Language /New to English | 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. Through rigorous approaches to persistent absence, extended leave and long term absence 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 |

February 2019 update

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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%  182/30% | 1  3 | 0  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** | School Attendance Officer ensure all children attend on a regular basis. Focussed tracking and intervention for PP and PA children – *first day visits, ½ termly and 4 weekly meetings with parents, celebration of improved attendance: rewards &, certificates, parents invited to celebration events.* | £18,000 | **Continued Action** | Whole school | D | SLT  GOVS | Focus on PP+ PA children’s parents means that specific PP children improve attendance. |
| **2** | School to buy into the Bradford LA ESW service to work alongside the Attendance officer: Attendance challenge with parents, panel meetings, penalty notices. | £1,698 | **New Action** | Whole School | D | SLT  GOVS | Attendance improves for identified children who have met their targets.  Positive impact seen on targeted children. |
| **2** | Mental Health Champion role established in school, staff member to receive CPD for role. Cover provided to attend training and then to cascade training to all staff in school: teaching and non-teaching.  Introduction of Worry Monsters in every class. | £20,000 | **New Action** | Whole school | C | SLT | Positive impact & increased awareness of MH issues in children -Well Being Training Day for staff. |
| **2 & 4** | Pastoral team of 5 develop intervention and nurture activities to support children with SEBD challenges. Aim to reduce behaviour incidents and ensure all children accessing all aspects of learning. | £45,000 | **Continued Action** | Whole school | C | SLT | Identified children are making progress and accessing teaching & learning within the classroom ( see mentoring records ). No fixed term or permanent exclusions. |
| **2 & 4** | Learning mentor to provide small group breakfast club on Monday morning to support and settle children with SEMH after the weekend and those children who may not otherwise have access to breakfast. | £16,000 | **Continued Action** | Whole School | C | SLT | Pupil’s SEMH needs met because there is a reduction in anxiety levels and so children are ready to learn. |
| **1 & 3** | Broad, balanced curriculum - contribution made to fund outdoor learning including Forest Schools, horse riding, archery , high ropes, mountain biking, film experience | £4,600 | **New Action** | Whole school | H & D | SLT  GOVS | Pupil receive a broader curriculum and experiences. |
| **2 & 3** | Enhancement to outdoor provision in KS1; *resources for development of key skills including phonics ,maths and writing. Additional equipment for physical development and PSED skills development.* | £9,000 | **New Action** | Whole school | A,F | SLT | Nearly all PP children in KS1 are making progress towards end of year targets.  (See Y1 Outdoor planning) |
| **3,4,5,6,7** | 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 SIC and LA SIO. | £32,000 | **Continued Action** | Whole school | A, B, E, F & G | SLT | T &L has improved 91% to good or better teaching.  Successful focussed interventions by teachers in assembly time. |
| **3, 4 & 6** | Clear expectations set by school’s assessment system – children understand their next steps for learning. | 6,000 | **Continued Action** | Whole school | A,B | SLT | Teachers know who PP children are and who to focus on when ‘teacher impacting’ |
| **1 & 2** | Enhancing work with parents, including Nursery Rhyme Time, Reading Workshops for EY, KS1 &KS2, Maths workshops for EY,KS1 & KS2, Online safety workshop. | £3,000 | **New Action** | Whole school | C & F | PIW, CT  SLT | PP parents have increased confidence levels and knowledge of online safety issues and children.  PP parents more confident in supporting their children with learning at home. |
| **TARGETED STRATEGIES FOR UNDER-PERFORMING PP PUPILS** | | | | | | | |
| **2** | Fund places at Breakfast Club and After School Care Club-Kidzone for PP to help support improved punctuality and enable pupils to complete homework. | £18,000 | **Continued Action** | PP | C & D | Breakfast Club staff  PIW  SLT | Increased punctuality.  Increased number of children completing homework.  See register- PP access.  30 access Breakfast Club  63 access After School Club |
| **1 & 6** | Focus strategies for tracking PP – data analysis, 4x year progress meetings with senior leaders focused on PP – upgrade assessment system to Target Tracker and release teachers as cohort to enable planning for interventions and combined outcomes for PP at EXS and GDS. | £4,000 | **Continued Action** | PP | A,B,E, F, G | CT, SLT | Pupil Progress Meetings at each data point- see school data.  Increase in confidence for teachers in planning next steps accurately and underachieving PP are making progress towards ARE or better, and if not, they are identified for interventions. |
| **1 & 6** | Intervention groups for pupils who have been identified at pupil progress meetings as not making expected or accelerated progress in line with their end of year target for reading, writing, maths and the Prime Areas of the Early Years Curriculum. | £30,000 | **Continued Action** | PP | A,B, E,F,G | SLT | Increased progress towards end of year targets of ARE or better.  Gaps filled to improve outcomes. |
| **4** | Catch up groups for phonics – staff to work with targeted groups. All PP children to access additional phonic sessions weekly according to need. | £16,000 | **Continued Action** | PP | A,B & F - | KS1 staff, CT, SLT | Successful Interventions for PP in phonics impacted on outcomes for Y1 Phonics Test.  Year 1 Phonics data 2018  PP 10/13 = 77%  All pupils = 84%  Year 1 Phonics Targets 2019  PP 10/13 = 77%  All = 86% |
| **4** | Lunchtime and after school Booster Classes for pupils in Year 6 | £1,500 | **New Action** | PP | A & F | Y6 staff, SLT | Improved Teaching & Learning for Y6 pupils.  (See Y6 in year data for impact) |
| **TARGETED SUPPORT FOR INDIVIDUAL PP PUPILS** | | | | | | | |
| **2 & 7** | Subsidised residential visits | £1,500 | **Continued Action** |  | C & H | SLT | Provision of experience.  Increased confidence levels in children. |
| **2 & 7** | Subsidised educational visits | £1,500 | **Continued Action** |  | C & H | SLT | All children able to access the full curriculum. |
| **4 & 6** | Beanstalk Reading provision – 3 additional volunteers | £2,000 | **Continued Action** |  | B & F | English Leader, SLT | Improved, positive & regular experience of reading with an adult.  (See in year data for impact) |
| **Total** |  | £229,680 |  |  |  |  |  |