



Pupil premium at LGPS 2016-2017: REVIEW

Outline of strategy

For the financial year 2016/2017 we received funding for 140 pupils which equated to £183,040.00. This funding was used to benefit pupils on free school meals, looked after children and service children.

The spending of pupil premium funding was decided by data (see table below), external research such as the DfE study into effective use of Pupil Premium funding, the experience of staff as to what has worked well previously with disadvantaged pupils and collaborations with other schools in order to ascertain where they have found success with the funding.

Attainment (2015/16)		
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (national average)</i>
% of children who achieved GLD (Good Level of Development)	73%	69%
% passing Phonics screening in Year 1	86%	81%
% achieving ARE or above in Reading	EYFS 73% KS1 78% KS2 30%	EYFS 74% KS1 74% KS2 66%
% achieving ARE in Writing	EYFS 73% KS1 78% KS2 52%	EYFS 72% KS1 65% KS2 74%
% achieving ARE in Maths	EYFS 73% KS1 74% KS2 43%	EYFS 77% KS1 73% KS2 70%
% achieved ARE Combined in Reading, Writing, Maths	KS2 13%	KS2 53%

Our priority for 2016-2017 focussed on narrowing the attainment gap for those pupils not on track to meet age related expectations at the end of the academic year in English (Reading and Writing) and Mathematics and closing the gap for all Pupil Premium children. We used a range of strategies to raise engagement and attainment including using the TEd programme which was tailored specifically to diminish the difference for our pupils. Alongside this we accessed the Words count and Rising stars reading initiatives which focussed particularly on raising attainment for PP pupils. There was also a focus on providing Well-being support and nurture for vulnerable children and their families.

Our curriculum included opportunities for children to learn through first hand-experiences and for this we subsidised our curriculum visits outside of school with the aim to further enhance our existing topic based approach to suit the needs and interests of the children. We also put in place the support of a Pastoral Team who supported families with attendance, welfare issues, parent skills and engagement and also parental guidance on ways to support behaviour.

The barriers to attainment (for pupils eligible for PP, including high ability)

In-school barriers <i>(issues we addressed)</i>	
A.	2015/16 Yr 6 PP pupils achieving ARE in Reading, Writing, Maths was significantly lower than the National comparison. The % of PP achieving ARE across all 3 subjects (combined) was significantly lower than national figures.
B.	64% of PP pupils currently entering Yr6 are Lower Ability based on Ks1 prior attainment.
C.	The proportion of Middle Ability PP pupils in Yr 3,4 & 5 was increasing. In 2015/16 at the end of Ks 2 the Middle Ability group made less progress than Lower Ability PP pupils and less progress than the Middle Ability National Average
External barriers	
D.	Low parent attendance at workshops designed to provide guidance on supporting learning in Reading and Phonics.
E.	Social, emotional health and well-being of pupils eligible for PPG is an issue for some and represents a barrier to their academic progress.
F.	Pupils access to resources to support learning outside of school is an issue and therefore impacts on attainment and progress.

Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The outcomes of PP pupils in Reading, Writing and Maths & combined (at ks2) improves significantly (Tracked at data collections and measured at publication of Ks 2 results) To prevent the gap on entry between PP and their peers from widening Ensure PP pupils who enter Ks2 below ARE make accelerated progress given their starting points	The gap between PP attainment at the end of yr 6 compared to national average is narrowed (diminished) End of year targets set for Yr 6
B.	Lower attaining PP pupils make accelerated progress in order to improve their attainment at the end Yr 6	PP LAP make as much progress as 'other' pupils identified at Lower ability. Measured by teacher assessments, SATS and successful moderation practises
C.	The attainment and progress of Middle attaining (MAP) PP pupils in Yr 3,4 & 5 will continue to improve; diminishing the difference to their peers and to the National average	The progress of middle ability PP measured in Years 3,4,5 is in line with national average and continues to improve
D.	Parents of PP pupils participate fully in their child's education. Improved parent attendance at parent teacher consultation evenings and parents workshops.	Increased attendance at parent events (working towards 50% or more)
E.	PP Pupils show improved levels of motivation, engagement, self-esteem and well-being. Use Leuven scales as an indicator to show levels of engagement and well-being.	Pupils observed show improved levels of motivation, engagement, self-esteem and well-being. Pupil questionnaire shows pupils to feel safe and happy. Lesson observations show resilient pupils who are willing to try and learn from mistakes



Pupil premium at LGPS 2016-2017: REVIEW

Outcomes and impact of PP spending

1. Attainment (2016/17) (Based on internal data)			
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (school)</i>	<i>Pupils not eligible for PP (national average)</i>
% of children who achieved GLD (Good Level of Development) FSM	75%	83%	%
% passing Phonics screening in Year 1	92%	85%	84%
% achieving ARE in Reading	EYFS 75 % KS1 86% KS2 28%	EYFS 85 % KS1 91% KS2 55%	EYFS % KS1 79 % KS2 77%
% achieving ARE in Writing	EYFS 75 % KS1 79 % KS2 52%	EYFS 85% KS1 84 % KS2 81%	EYFS % KS1 72 % KS2 81%
% achieving ARE in Maths	EYFS 75 % KS1 93 % KS2 52%	EYFS 87 % KS1 93 % KS2 71%	EYFS % KS1 79% KS2 80%
% achieved ARE Combined in Reading, Writing, Maths	KS1 79% KS2 24 %	KS1 84% KS2 45%	KS1 68% KS2 67 %

Academic year	2016/17	
Quality of teaching for all		
Desired outcome	Actions	Review / Impact
<p>The outcomes of PP pupils in Reading, Writing and Maths & combined (at ks2) improves significantly</p> <p>Ensure PP pupils who enter Ks2 below ARE make accelerated progress given their starting points</p>	<p>Staff training provide on quality teaching including CPD</p> <p>Additional teacher employed to support pupils</p> <p>Resources purchased including Interactive projector purchased</p> <p>Continued delivery of interventions including lexia</p> <p>Additional TA support in Year 6 classes for writing and maths every morning</p> <p>Training for all staff in giving feedback to move learning forward.</p> <p>SST planning support and team teaching</p> <p>Purchase of resources including Yr 6 books, Test base materials, Rising stars Tests, Focus curriculum guidance booklets produced for each teacher.</p> <p>Words count and Rising stars Reading projects accessed</p>	<p>Key stage 2 there is an increased number of PP pupils achieving ARE in RWM combined (+7% 2017)</p> <p>Key stage 2 outcomes in Maths show an increase of (+9% 2017)</p> <p>Internal CPD included sessions on effective marking and feedback. Impact of policy into practise was evidenced in book scrutiny and positive feedback was given by LA lead during T&L review.</p> <p>TTed reading, writing and SPaG training was accessed by all staff and lesson observations showed improved teacher subject knowledge.</p> <p>Training was delivered by SENco & DH to support pupils and use of interventions which resulted in improved delivery.</p>

		<p>RWI training was accessed to increase knowledge and skills of delivering phonics sessions improved as evidenced by SIP.</p> <p>Words count and Rising stars data analysis of reading ages determined progress from starting points.</p> <p>INSET was used to deliver training to narrow gaps for disadvantaged groups, including Autism training session attended by all staff.</p> <p>Weekly staff meetings for TAs led by Dep head ensure clarity of expectations.</p> <p>Observations of TAs were conducted to ensure high quality support in place and feedback given was used to further develop practise.</p> <p>Test materials were used to track and analyse pupil data and information used to support planning of lessons.</p> <p>Additional teacher and TA support was used to support pupil achievement from given starting points and resulted in improved outcomes following Mock tests.</p> <p>Pupils accessing reading projects show improved reading age.</p>
<p>Ensure accelerated progress of lower attaining PP pupils to increase attainment at the end Yr 6</p>	<p>CPD provided to support for lower attaining pupils.</p> <p>Additional teacher used (Specifically) for Year 6 to split two large classes into learning groups for Reading, Writing and Maths</p> <p>Additional TA in all Year 6 learning groups deployed every morning.</p> <p>Training for all staff in giving feedback was used to move learning forward.</p> <p>Ass head Yr 6 phase leader modelled peer tutoring to Y6 teachers/ TAs.</p>	<p>Courses accessed by all included CPD delivered by SST on supporting lower ability groups. TAs attended all training days including TTed reading, writing and SPaG training. This resulted in improved progress given starting points.</p> <p>Training around the use of new intervention formats was accessed by all and consistency is now in place</p> <p>Pupil progress meetings were attended by all to monitor pupil progress and attainment and information fed into future lesson plans.</p> <p>The use of additional teacher with year 6 resulted in improved pupil confidence and test resilience</p> <p>Modelling of lessons resulted in increased subject knowledge and heightened expectations and delivery of the curriculum.</p>
<p>The attainment and progress of Middle attaining (MAP) PP pupils in Yr 3,4 & 5 will continue to improve; diminishing the difference to their peers and to the National average</p>	<p>CPD provided to further support middle attaining pupils.</p> <p>Use of HLTA, to enhance Support for learning timetable and to support progress of MAP</p>	<p>There is no significant gap between PP and non PP apart from current Year 3 Writing</p> <p>Training including RQT programme focussed on MAP attended by 8 teachers increased teachers skills and understanding of diminishing gaps. Book scrutiny shows MAP progress over time.</p> <p>HLTA observations show heightened expectations and increased skill in teaching and delivery of interventions</p>
Total cost		£73745

Targeted support		
Desired outcome	Actions	Review / Impact

The outcomes of PP pupils in Reading, Writing and Maths & combined (at ks2) improves significantly (at ks2) Ensure PP pupils who enter Ks2 below ARE make accelerated progress given their starting points.	One –to- one and small group intervention provision delivered by TAs and additional teacher in yr 6	Timetable re-organised to ensure staff delivering provision had sufficient preparation and delivery time. Small group intervention resulted in progress over time as evidenced in books and lesson observations. Continuous monitoring conducted to ensure staff expectations and knowledge increased and showed impact on progress given starting points Session snap shots showed all pupils being supported and staff engaged with PP pupils directly. Book scrutiny show no difference in presentation or progress between PP and non-PP and those standards are high for all pupils.
Ensure accelerated progress of lower attaining PP pupils to increase attainment at the end Yr 6	Weekly small group sessions for LAP with experienced TAs & teacher, in addition to standard lessons Resources used to support pupils purchased including books. Online resources including Espresso, education city Bug club	Extra teaching time and preparation time paid from PP budget and impact of this overseen by Lit/Maths leaders. Parents and pupil meetings conducted prior to intervention addressed any concerns / questions Relevant leaders and staff across school are released for ½ day to ensure pupil premium provision is monitored and evaluated half termly, including the support for families.
The attainment and progress of Middle attaining (MAP) PP pupils in Yr 3,4 & 5 will continue to improve; diminishing the difference to their peers and to the National average	Weekly small group sessions for MAP with experienced teacher/ TAs, in addition to standard lessons TTed reading, writing and SPaG training accessed by all Resources used to support pupils purchased including books. Online resources including Espresso, education city Bug club	Extra teaching time and preparation time paid from PP budge. Impact overseen by Lit/Maths leads TA CPD accessed to further support individuals Engagement with parents and pupils prior to intervention to address any concerns / questions
Total cost		£65,217

Other approaches		
Desired outcome	Actions	Review / Impact
Improved attendance at parent meetings and workshops designed to provide guidance on supporting learning	Provide child care for parents wishing to access meetings- crèche provided. Refreshments made available for parents at KS1 KS2 meetings EYFS family fun events- resources purchased for creative activities	Records kept of parents attended and crèche facilities offered. News letters indicate in advance when meetings are scheduled so parents are well informed. Follow up information passed on to parents who may not attend
Increased emotional well-being for pupils eligible for PP	Provide pastoral support for children who require social, emotional, behaviour guidance through nurture Provide support for families Provide workshops, performance and subsidised visits to place of interest to engage and motivate pupils Learning mentor employed to offer interventions to groups and individuals to remove social and emotional barriers to learning	Detailed records kept by Learning Mentor evidence baseline and impact. Nurture support delivered in and out of class, focussing on behaviour, social skills and attitudes to learning Learning Mentors support children in and out of the classroom. Raised self-esteem, promoting confidence and increased motivation. Weekly update meeting with Learning Mentor, SENCO and HT. Wide range of after school clubs made available for children, run by both external coaches and school staff. Focus of PP attendance. Children have taken part in a wide range of enrichment activities and are growing in confidence which is reflected in lessons and in a large number of performances/ sporting events where they represented the school.

	<p>Planned proactive pastoral support for vulnerable families:</p> <p>Focussed emotional and social support for pupil premium children and their families</p> <p>Parental support for learning</p> <p>signposting to support for Pupil Premium pupils</p> <p>Small nurture groups with an emphasis on learning through group cooperation and positive role modelling. 1:1 feedback sessions</p>	<p>Analysis of Leuven scales to show improvement in engagement and well-being as an indicator to show impact of pastoral work</p> <p>Feedback from teachers following support given used to gauge impact</p> <p>Parent questionnaire and feedback shows positive feedback</p> <p>Senco has observed nurture group work to determine effectiveness for pupils</p>
<p>Pupils access resources to support learning outside of school and this impacts on attainment and progress</p>	<p>Subsidised music lessons</p> <p>Activities, Trips and Visits to be subsidised to ensure pupils access these</p> <p>Pupil disability; Funding allocated to support access to trips and visits. Additional TA support.</p> <p>On-line resources accessible for pupils to use at home.</p>	<p>All educational visits are subsidised for PP pupils. Extracurricular trips are subsidised on an individual basis according to an assessment of impact</p> <p>Pupils achieved medals/ trophies/ certificates for the school through these various enrichment events, contributing to the growing confidence of children and developing their self-esteem</p> <p>Case studies have been carried out to show the positive impact that this money has had on many Pupil Premium children. It is clear that the children that had access to these resources made progress in terms of attainment but also emotionally.</p> <p>Bug club purchased for pupils to use at home. Having access to working ICT systems allowed ALL PP children to access a greater range of ICT. This is crucial in particular for children where access to ICT at home is not readily available.</p>
	Total budgeted cost	£58,264
		£182,206