



Pupil Premium at LGPS 2017-2018: REVIEW

Outline of strategy

For the financial year 2017 / 2018 we received funding for 129 pupils which equated to £169,840. This funding was used to benefit pupils on free school meals, looked after children and service children.

The spending of pupil premium funding for 2017 / 18 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 also collaborations with other schools in order to ascertain where they have found success with the funding.

1. Attainment (2016/17)					
	<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	91%		86%		84%
% achieving ARE in Reading	EYFS 75 %	KS1 86% KS2 28%	EYFS 85 %	KS1 91% KS2 55%	KS1 79 % KS2 77%
% achieving ARE in Writing	EYFS 75 %	KS1 79 % KS2 52%	EYFS 85%	KS1 84 % KS2 81%	KS1 72 % KS2 81%
% achieving ARE in Maths	EYFS 75 %	KS1 93 % KS2 52%	EYFS 87 %	KS1 93 % KS2 71%	KS1 79% KS2 80%
% achieved ARE Combined in Reading, Writing, Maths	KS1 79%	K2S 24 %	KS1 84%	KS2 45%	KS1 68% KS2 67 %

Our priority for 2017-2018 focussed on narrowing the gap between Year 6 disadvantaged pupils and their peers in Reading. We used a range of strategies to raise attainment in Reading comprehension and delivered bespoke training to staff to increase their knowledge and skills to ensure teaching and learning was effective. Our 'Disadvantaged First' strategy was also introduced. Alongside this we accessed the Words count and Rising stars reading initiatives which focussed primarily on raising attainment for our disadvantaged pupils. There was also a focus on pupils showing improved levels of motivation, engagement, self-esteem and well-being and also improving attendance.

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. A further focus was to increase parental engagement and participation.

The barriers to attainment (for pupils eligible for PP)

In-school barriers (<i>issues we addressed</i>)		
A.	Pupils use of extended vocabulary and comprehension skills in Year 6 were limited (as evidenced through work scrutiny, Reading test results and pupil observations)	
B.	There was a high number of children with limited emotional resilience, motivation and low self-esteem (more apparent in Key Stage 2)-this impacted upon ability to rise to the challenge of more stretching academic activities and confidence in examination circumstances	
C.	Pupils had limited opportunities to access a broad range of experiences beyond the locality -this impacted on love of life and learning	
D.	There were low attendance levels for some DV pupils -this impacted on ability to access learning	
Desired outcomes		
	<i>Desired outcomes and how they would be measured</i>	<i>Success criteria</i>
A.	Pupils vocabulary development and comprehension at the end of Ks2 would improve (as evidenced through question level analysis, tracked at data collections and measured at publication of results) To prevent the gap on entry between PP and their peers from widening	The gap between disadvantaged pupils attainment in Reading at the end of Ks2 compared to national average is narrowed (diminished)
B.	Pupils would show improved levels of emotional resilience, motivation and self-esteem and confidence in test/exam circumstances	Pupils observed show improved levels of motivation, engagement, self-esteem and well-being (based on teacher feedback and use of Leuven scales) Pupil questionnaire shows pupils to feel safe and happy. Lesson observations show resilient pupils who are willing to try and learn from mistakes
C.	Pupils would have improved access to a range of enrichment experiences to support learning in order to improve their attainment and progress	Pupils have access to a wide range of resources, learning opportunities to support learning and this has an impact on progress and attainment
D.	Increase attendance rates would be evidenced for disadvantaged pupils	Improve average attendance of disadvantaged children so that it is in line with National disadvantaged attendance levels

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Outcomes and Impact of PP spending

2. Attainment (2017/18) (Based on validated data)				
	<i>Disadvantaged pupils (school)</i>	<i>Non- Disadvantaged (school)</i>	<i>DV National</i>	<i>Non-DV National</i>
% of children who achieved GLD (Good Level of Development)	82%	84%	57%	74%
% passing Phonics screening in Year 1	70%	88%	72%	85%
% achieving ARE in Reading	EYFS 91 % KS1 64 % KS2 65 %	EYFS 86% KS1 84 % KS2 74 %	EYFS 63% KS1 63% KS2 64%	EYFS 76% KS1 79% KS2 80%
% achieving ARE in Writing	EYFS 82% KS1 57% KS2 65%	EYFS 86% KS1 76% KS2 76%	EYFS 59% KS1 55% KS2 67%	EYFS 76% KS1 74% KS2 83%
% achieving ARE in Maths	EYFS 91% KS1 71% KS2 60%	EYFS 88 % KS1 84 % KS2 74%	EYFS 67% KS1 63% KS2 64%	EYFS 82% KS1 80% KS2 81%
% achieved ARE Combined in Reading, Writing, Maths	KS1 57% K2S 45%	KS1 76 % KS2 66%	KS1 50% KS2 51%	KS1 69% KS2 70%

Academic year	2017/18	
Quality of teaching		
Desired outcome	Actions	Impact
Pupil's vocabulary development and comprehension skills improve by the end of KS2 (as evidenced through question level analysis, tracked at data collections and measured at publication of results). Increase	<ul style="list-style-type: none"> Programme of Staff training/CPD on Quality first teaching of Vocabulary and Reading comprehension designed and delivered by Lit / DV leader. DV 1st Plans introduced Resources purchased supporting delivery of lessons including Phonics Bug club, Lexia, Espresso, Twinkl to engage pupils in lessons through range of hooks, starting points Continued delivery of high quality interventions delivered including deployment of TA support in all classes and additional TA in Year 6 classes 	<p>Ofsted- Dec 2017 'The attainment and progress of Disadvantaged pupils are improving'.</p> <p>"Reading skills are being taught more systematically than in the past, to ensure pupils gain a good understanding of what they are reading as well as to increase their fluency Assessment information shows that pupils are making good progress from their starting points across the curriculum, including in reading.</p>

<p>the proportion of DV pupils working at ARE at the end of KS2</p> <p>Prevent the gap on entry between Year 6 PP and their peers from widening</p> <p>Cost- £126,878</p>	<ul style="list-style-type: none"> AHT support and Yr 5 teacher support in Yr 6 one morning per week Training for all staff on use of high quality Marking & Feedback to move learning forward has delivered and the continuous monitoring to ensure M&F is used effectively to support pupils in their learning. SST planning support and guidance has been utilised through phase meeting and planning time to ensure coverage of key skills in Reading comprehension and vocabulary. Timetable re-organised for staff to plan together Purchase of resources including Yr 6 books, Test base materials, Rising stars, NFER, Achieve 100 Words count and Rising stars Reading projects accessed by Yr 5 pupils 15 Reading mentors trained by Sarah Tipler to engage pupils and raise their aspirations through their support of younger pupils. TAs used to support this weekly. Reading ambassadors (all staff timetabled to hear children read) Out of school reading events accessed including Harry Potter Evening, author events Reading consultant invited to train x3 Reading subject partners (TAs). Courses attended. Purchase of new reading resources including high quality texts and comprehension materials DHAP pp pupils attended the Crowle More able writers event. Non – teaching deputy head teacher designated 1/2 day per week to ensure funding is being used to its full potential. Reading, writing and SPAG training provided internally and externally through networking with other schools including Henderson Ave, St Andrews, Berkley. Training delivered by SENco to support pupils and use of interventions RWI training delivered to increase knowledge and skills of delivering phonics sessions. Followed up with Ks1 team. Half termly CPD delivered around to narrowing gaps for vulnerable groups. Weekly staff meetings delivered to TAs Subject leaders track data to ensure impact. SST monitor books and lessons regularly to ensure DV pupil make progress based on starting points All staff attend Pupil progress meetings where DV is a focus Rolling out of successful reading strategies to all year groups 	<p>Pupils enjoy learning to read and make good use of phonics to help them to read unfamiliar words</p> <p>Across Years 1 and 2, pupils make good progress from their starting points, because of effective teaching. Typically, pupils reach standards that are above average in reading”.</p> <p>SIP Visit- Jan 2018</p> <p>“Despite the school having to address many key priorities, reading has been a high focus area for the school. The school has heavily invested in bespoke staff training and whole school training in order to raise the standard of the teaching of reading in the school. The leaders and staff are also working tirelessly to raise the profile and love of reading with its pupils through the introduction of whole school initiatives and by engaging them in several reading projects for example”.</p> <p>Year 6 Reading results- 2017</p> <table border="1" data-bbox="1332 550 2139 662"> <thead> <tr> <th></th> <th>DV</th> <th>Non DV</th> <th>Gap</th> <th>Nat DV</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>26</td> <td>53</td> <td>-27</td> <td>60</td> </tr> <tr> <td>2018</td> <td>65</td> <td>74</td> <td>-9</td> <td>64</td> </tr> </tbody> </table> <p>Lessons learned- This approach has had a substantial impact on KS2 reading outcomes for DV pupils. This will continue next year. The most effective approach has been upskilling teachers and support staff in increasing subject knowledge and delivery of Reading lessons.</p>		DV	Non DV	Gap	Nat DV	2017	26	53	-27	60	2018	65	74	-9	64
	DV	Non DV	Gap	Nat DV													
2017	26	53	-27	60													
2018	65	74	-9	64													
<p>Pupils show improved levels of emotional resilience, motivation and self-esteem</p>	<p>Provide pastoral support for children who require social, emotional, behaviour guidance through nurture (see Nurture lists)</p> <p>Provide support for families of vulnerable pupils through Early Helps, CIN, Child protection</p> <p>Provide workshops, performance and subsidised visits to place of interest to engage and motivate pupils</p> <p>Inclusion assistant employed to offer interventions to groups and individuals to remove social and emotional barriers to learning</p> <p>Planned proactive pastoral support for vulnerable families</p> <p>Focussed emotional and social support for pupil premium children and their families Parental support for learning</p> <p>Signposting of support for pupils through Children’s centre and family support</p> <p>Small nurture groups with an emphasis on learning through group cooperation and positive role modelling.</p> <p>1:1 feedback sessions in class</p> <p>CPD for staff provided and resources bought in to support children with their resilience.</p> <p>Weekly update meeting with Learning Mentor, SENCO and HT.</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 to gage impact</p>	<p>Pupils observed show improved levels of motivation, engagement, self-esteem and well-being (based on teacher feedback and use of Leuven scales) Lesson observations show resilient pupils who are willing to try and learn from mistakes</p> <p>Leuven scales used to measure Involvement and Well-being from entry to exit</p> <p>The vast majority of DV pupils are showing an increase:</p> <p>Well-being (61%) Involvement (65%)</p> <p>Pupils achieving 4+ on Leuven Scale</p> <table border="1" data-bbox="1332 1212 2139 1284"> <thead> <tr> <th></th> <th>Baseline</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>Well-being</td> <td>31.6</td> <td>57.4</td> </tr> <tr> <td>Involvement</td> <td>21.2</td> <td>53.6</td> </tr> </tbody> </table> <p>Attendance data- 50% of DV pupils requiring support with attendance have shown significant improvement due to strategic interventions</p> <p>From spring to summer the Persistent Absence rate for DV pupils has decreased by 3%</p>		Baseline	Summer	Well-being	31.6	57.4	Involvement	21.2	53.6						
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<p>Cost-£21,189</p>	<p>Parent questionnaire and feedback SST observe nurture group work to determine effectiveness for pupils. Half termly vulnerable group meetings Pupil achieve medals/ trophies/ certificates contributing to growing confidence and self-esteem Computers / I pads available for children to access during the morning and lunchtimes.</p>										
<p><u>Targeted support</u> Pupils show improved levels of emotional resilience, motivation and self-esteem</p> <p>Cost- £15,484</p>	<p>Parents voice and feedback to be requested Record of session drop-ins and feedback given to teachers. Weekly small group sessions 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 Home School Mentor to spend specific time with PP children who require emotional support. Inclusion assistant to purchase resources and have funds to support parental engagement activities. DHT to spend 1/2 day per week to co-ordinate Extra teaching time and preparation time paid from PP budget Impact overseen by Lit/Maths leads TA CPD Engage with parents and pupils prior to intervention begins to address any concerns / questions 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.</p> <p>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> <p>Analysis of Leuven scales to show improvement in engagement and well-being as an indicator to show impact of pastoral work Feedback from teachers following support given used to gauge impact Parent questionnaire and feedback shows positive feedback SENco has observed nurture group work to determine effectiveness for pupils7</p>	<p>Pupils and families in receipt of support through meetings, work with external agencies and Nurture. We have been successful in enabling these pupils to access their learning within the classroom more effectively. Internal monitoring shows majority of pupils achieving ARE expectations. Specific cases show a significant impact of DV pupils who are supported through the Early help process.</p> <p>Lessons learned- This approach has been most effective when an analysis of a child's need is carried out and evaluated, with intervention around specific needs with a clear outcome. This approach will continue to be refined next year.</p>									
<p>Pupils have improved access to a range of enrichment (classroom and extra curricular) experiences to support learning in order to improve their attainment and progress</p> <p>Cost- £13,175</p>	<p>Subsidised music lessons for DV pupils Wow events planned for each half term Parents into school afternoons Activities, Trips and Visits subsidised and funding allocated to ensure pupils have access to a wide range of experiences. PP children to receive discount of trips and residential. Clubs offered at lunch-time and after school to ensure pupils have access to a range enrichment. On-line resources accessible for pupils to use at home including Bug Club Home work materials provided New homework structure implemented and support offered internally. Pupil voice and feedback Physical activity- Multi skills Breakfast club offered to all DV pupils</p>	<p>Assessment of impact of these visits and enrichment on pupils attainment and progress from given starting points has been evidenced. A focus on Year 3 DV to aid transition from KS1, and Year 5 to narrow the gap due to support mind-set development</p> <p><u>DISADVANTAGED DATA</u> -EXPECTED STANDARD</p> <p>Year 3</p> <table border="1" data-bbox="1332 1337 2136 1465"> <tr> <td>18 DV/ 60</td> <td>Autumn 1 gap</td> <td>Summer 2 gap</td> </tr> <tr> <td></td> <td>DV vs NON DV</td> <td>DV vs Non DV</td> </tr> <tr> <td>R</td> <td>-29</td> <td>-11</td> </tr> </table>	18 DV/ 60	Autumn 1 gap	Summer 2 gap		DV vs NON DV	DV vs Non DV	R	-29	-11
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Other approaches		
Desired outcome	Actions	Review / Impact
Increase attendance rates for pupils eligible for pupil premium <u>£4,018</u>	Computers / ipads available for children to access during the morning and lunchtimes. Subsidised breakfast club for vulnerable pupils Work with parents to raise awareness of the benefits of good levels of attendance and reward children for good attendance. House treats and events organised to encourage children to attend school Overview of provision and record impact with attendance leader Parents voice and feedback	Improve average attendance of pupil premium children so that it is in line with National PP attendance levels Attendance data- 50% of DV pupils requiring support with attendance have shown significant improvement due to strategic interventions From spring to summer the Persistent Absence rate for DV pupils has decreased by 3% Lessons learned- specific year groups have been identified as requiring additional intervention to aid improvement in attendance.

Total expenditure- £180,744

