

## Lawley Primary School Pupil Premium Strategy Statement 2017/18

1. Summary information					
Lawley Primary School					
Academic Year	2017/17	Total PP budget	£62,400	Date of most recent PP Review	June 2016
Total number of pupils	420	Number of pupils eligible for PP	45 x E6 10 x service 55	Date for next internal review of this strategy	January 2018 March 2018 July 2018

2. Current attainment		
	<i>Pupils eligible for Pupil Premium (our school)</i>	<i>Pupils not eligible for Pupil Premium (national average)</i>
% achieving ARE or above in reading, writing & maths	77%	61%
% achieving ARE in reading	85%	71%
% achieving ARE in writing	77%	76%
% achieving ARE in mathematics	85%	75%
% Key stage 1-2 progress in reading	3.3	0
% Key Stage 1-2 progress in writing	-0.7	0
% Key Stage 1-2 progress in maths	-2.2	0

3. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Poor self-assessment and self-regulation skills
B.	Poor oral language skills, particularly on entry into Reception
C.	Lack of opportunities to explain calculation methods when solving problems in maths.
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Lack of parental engagement.

E.	Lack of opportunities to develop self-esteem, life skills and social skills.	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
A.	To provide pupils with training in meta-cognition and self-regulation approaches (learning to learn) to help them to think about and support themselves in their own learning.	Pupils have the skills and strategies they need to support their own learning. This will result in improved resilience and outcomes for pupils, enabling pupil premium children to attain expected standards in line with their peers.
B.	To raise standards in oral literacy from entry into reception so that pupils are more able to access the curriculum and make good progress towards expected standards.	Pupil's oral literacy skills will develop and improve rapidly so that they are more able to access the curriculum and make good progress towards expected standard.
C.	Raise pupils' achievement in mathematics so that they can explain the methods they use when calculating number problems.	Attainment in maths will improve. Children will be better able to select appropriate methods when solving maths problems in context.
D.	Pupils and their families are supported and engagement of some families of pupils in receipt of Pupil Premium is improved. Parent Engagement Officer to support disadvantaged families and increase engagement with school and to help pupils with specific difficulties, particularly to support the development of relationship and friendship skills.	Engagement of families, particularly those who are hard to reach, is improved. This will result in parents being more engaged in their child's learning and in improved outcomes for children as a consequence, measured by teacher assessment.
E.	All children have access to after school clubs and school-time activities, including residential and day trips, designed to help develop social skills and team building. Pupils build practical and life skills, improve self-confidence and raise expectations of achievement.	Development of life skills including resilience and interpersonal relationships. Provides experiences that pupils may not otherwise have and will have a positive impact on their ability to engage with all areas of the curriculum.

<b>5. Planned expenditure</b>	
<b>Academic year</b>	<b>2017/18</b>
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies	

**i. Quality of teaching for all**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?	Evaluation/Impact
Provide appropriate CPD for staff to develop subject knowledge, raise standards and close gaps for disadvantaged pupils.	Allocated CPD funding for appropriate training courses or whole school CPD training as identified in Strategic Plan and through appraisal.	Teaching staff are kept up to date with subject knowledge – teaching and learning is improved and, as a result, outcomes for pupils improve.	Feedback from staff informs SLT of the benefit of CPD. Impact of whole school CPD monitored through lesson observations, books and pupil voice.	DHT SLT	Termly.	
To provide suitable materials and resources for children and staff to support all pupils, including PPG pupils, in class and during interventions	Class teachers identify and purchasing high quality materials and resources matched to children’s abilities/levels, in order to support progress and attainment.	Pupils will have the resources and materials they need in order to improve their learning experience and outcomes.	Monitored through lesson observations, books and pupil voice.	SLT	Termly	
To raise standards in oral literacy from entry into reception so that pupils are more able to access the curriculum and make good progress towards expected standards.	Adopting a ‘talk around writing’ approach, to develop oral literacy skills and development of vocabulary. In class questioning using Blooms/SOLO by teachers/TAs to support acquisition of language skills.	Education Endowment Foundation research – early intervention moderate impact. Average of 5 months improvement. evidence base	Monitored through lesson observations, books and pupil voice.	EYFS lead	Termly.	

<p>Raise pupils' achievement in mathematics so that they can explain the methods they use when calculating number problems.</p>	<p>Teachers and support staff check what pupils know and understand during lessons before moving learning on. Provide more opportunities for pupils to explain methods. Provide children with more meaningful and purposeful contexts for learning linked to the 'real world'. Ensure that pupils are not moved on to models and images too swiftly when introduced to new concepts by increasing opportunities for them to physically manipulate apparatus and equipment.</p>	<p>Pupils will have the resources and materials they need in order to improve their learning experience and outcomes. Appropriate CPD opportunities for teachers and support staff so that teaching and learning is improved and outcomes for pupils improve.</p>	<p>School maths subject leader and School Improvement Partner along with the head teacher will monitor through triangulation of lessons, books and pupil voice.</p>	<p>Maths subject leader HT</p>	<p>Termly</p>	
<p><b>Total budgeted cost:</b>  CPD £1500  Materials/Resources £200/class - £2,800  Maths resources £1000</p>						

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?	Evaluation/Impact
<p>To improve and accelerate attainment and progress and begin to close the gaps for PPG pupils whose attainment and/or progress is currently below that of their peers.</p>	<p>Additional experienced Teachers and TA support for intervention. Target children in all year groups to close gaps with their peers through 1:1 and/or small group tutoring.</p>	<p>Education Endowment Foundation research – Small group intervention moderate impact. Average of 4 months improvement.</p> <p>School evidence shows that progress improves for pupils involved in small group interventions. Pupils also report feeling more confident in a small group and more inclined to concentrate and focus.</p>	<p>Deputy Headteacher designated to oversee provision.</p>	<p>DHT</p>	<p>Half termly pupil progress meetings.</p>	

To raise standards in reading for identified individual pupils in KS1.	Beanstalk volunteer reading helper for individual identified pupils in KS1 1hour/week per pupil. Identified pupils will make accelerated progress and will work towards attaining expected standard.	Education Endowment Foundation research – 1:1 tuition moderate impact. Average of 5 months improvement.  Improved progress and confidence for pupils who received support from beanstalk last year.	Class teachers will monitor.	Class teachers. SLT	Half termly pupil progress meetings.	
Teachers provided with advice and support with regard to meeting the needs of specific disadvantaged pupils who have been identified as having a special educational need.	Allocated sessions from: Learning Support Advisory Teacher (10 sessions) Behaviour Support Team (1.5 hours/term) Educational Psychologist (6 sessions).	Enables teaching staff to provide interventions for identified pupils in order for them to reach their full potential with the expectation that all pupils will make at least expected progress from their starting points.	SENDCO to monitor.	SENDCO	Termly meetings with class teachers.	

**Total budgeted cost:**

DHT 0.3 of time 1 term £6,396

Acting DHT 0.1 of time 2 terms £3,198

0.4 Teacher £14,902

Class TA x14 - 1 hour/week £5,000

Beanstalk £560

LSAT £2800

BST £550

EP £1335

iii. Other approaches						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?	Evaluation/Impact
To provide pupils with training in meta-cognition and self-regulation approaches (learning to learn) to help them to think about and support themselves in their own learning.	Employ "Learning Performance" trainers to provide workshops for all pupils, staff and parents. Encourage the development of pupils' ability to monitor and evaluate their own academic development and give pupils a repertoire of strategies to use to support learning.	Education Endowment Foundation research – meta-cognition high impact. Average of 8 months improvement.	Teaching staff and TAs involved in workshops for pupils and staff training. Parents involved in workshops to enable understanding of the methods and support at home. Ten week programme for targeted Y2 and Y4 pupils. Implementation monitored by class teachers.	DHT and all staff	Spring term pupil voice.	
Reduce lateness and improve attendance for pupils in receipt of PPG	Additional high quality trained and experienced staff appointed to address the specific needs of pupils (EWO).	The employment of an experienced EWO has had a significant impact on attendance in recent years, particularly with the GRT community and persistent absences.	Attendance and lateness regularly monitored by EWO and followed up with families quickly.	PEO	PEO works with EWO weekly to monitor.	
Pupils have access to ICT programmes that help support the curriculum at home and school.	Purchase subscription to Espresso programme to provide high quality support for the curriculum, including home access.	Education Endowment Foundation research reported that "Studies consistently find that digital technology is associated with moderate learning gains." Average of 4 months improvement.	Class teachers to monitor impact. Training provided by Espresso team. SLT monitor usage across the school.	Class teachers SLT	Termly.	

<p>Provide identified pupils with specific items, such as PE kit/school uniform in order to raise self-esteem and improve self-confidence and ensure that they are able to access all areas of the curriculum.</p>	<p>Parent Engagement Officer and teachers to identify where there is a need to support individual pupils and families.</p>	<p>Pupils have the resources and equipment they need. They do not feel different from their peers and this raises self-esteem and confidence.</p>	<p>PEO and class teachers monitor.</p>	<p>Class teachers PEO</p>	<p>As necessary.</p>	
--	--	---	--	-------------------------------	----------------------	--

<p><b>Total budgeted cost:</b>  Learning Performance £4,575  EWO - 2hrs/week - £1,261  Espresso £3300  Items for pupils £500</p>
--