

## Lawley Primary School Pupil Premium Strategy Statement 2016/17

1. Summary information					
Lawley Primary School					
Academic Year	2016/17	Total PP budget	£85,436	Date of most recent PP Review	June 2016
Total number of pupils	423	Number of pupils eligible for PP	70	Date for next internal review of this strategy	January 2017 March 2017 July 2017

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	57%	60%
% achieving ARE in reading	79%	71%
% achieving ARE in writing	71%	79%
% achieving ARE in mathematics	57%	75%
% achieving ARE in SPAG	79%	78%
% Key stage 1 -2 progress in reading	3.32	0
% Key Stage 1-2 progress in writing	0.76	0
% Key Stage 1-2 progress in maths	-0.15	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.	Engagement and motivation, particularly in writing at KS2 and Maths for girls (in Y5).

External barriers <i>(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.	
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
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.	To raise standards in and engagement with writing, particularly in KS2. To raise achievement and progress in maths across the school and particularly for SEND/PPG girls in Y5.	Attainment in writing and maths will improve. At least 85% of identified pupils will achieve expected standard.
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 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.

5. Planned expenditure	
Academic year	2016/17
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.	CPD has been provided for teaching and support staff in core curriculum areas. CPD has included ELKLAN training, Talk for Writing and Future in Mind (mental health and wellbeing).
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	Pupils have the resources they need in class. Purchases have included Smartkidz maths equipment and LDA soundbanks.
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.	Implement Talk for Writing, following CPD, 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.	Talk for writing has been successfully implemented in KS1 and implementation has begun in lower KS2. TAs and teachers have received training in Blooms questioning. Targeted questioning that enables teachers and TAs to assess the children's understanding is well established.
<b>Total budgeted cost:</b> CPD £3000 Materials/Resources £200/class - £2,800						

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>	<table border="1"> <thead> <tr> <th>Reading Expected Standard</th> <th>Autumn</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>75%</td> <td>80%</td> </tr> <tr> <td>Non-Disadvantaged</td> <td>80%</td> <td>89%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Writing Expected Standard</th> <th>Autumn</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>70%</td> <td>69%</td> </tr> <tr> <td>Non-Disadvantaged</td> <td>78%</td> <td>84%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Maths Expected Standard</th> <th>Autumn</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>72%</td> <td>71%</td> </tr> <tr> <td>Non-Disadvantaged</td> <td>83%</td> <td>86%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Reading Expected Standard</th> <th>Autumn</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged <b>no SEND</b></td> <td>75%</td> <td>98%</td> </tr> <tr> <td>Non-Disadvantaged <b>no SEND</b></td> <td>80%</td> <td>93%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Writing Expected Standard</th> <th>Autumn</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged <b>no SEND</b></td> <td>70%</td> <td>90%</td> </tr> <tr> <td>Non-Disadvantaged <b>no SEND</b></td> <td>78%</td> <td>89%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Without SEND Maths Expected Standard</th> <th>Autumn</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged <b>no SEND</b></td> <td>72%</td> <td>93%</td> </tr> <tr> <td>Non-Disadvantaged <b>no SEND</b></td> <td>83%</td> <td>91%</td> </tr> </tbody> </table> <p>All pupils not making sufficient progress are involved in interventions. Books demonstrate progress for these children from their starting point.</p>	Reading Expected Standard	Autumn	Spring	Disadvantaged	75%	80%	Non-Disadvantaged	80%	89%	Writing Expected Standard	Autumn	Spring	Disadvantaged	70%	69%	Non-Disadvantaged	78%	84%	Maths Expected Standard	Autumn	Spring	Disadvantaged	72%	71%	Non-Disadvantaged	83%	86%	Reading Expected Standard	Autumn	Spring	Disadvantaged <b>no SEND</b>	75%	98%	Non-Disadvantaged <b>no SEND</b>	80%	93%	Writing Expected Standard	Autumn	Spring	Disadvantaged <b>no SEND</b>	70%	90%	Non-Disadvantaged <b>no SEND</b>	78%	89%	Without SEND Maths Expected Standard	Autumn	Spring	Disadvantaged <b>no SEND</b>	72%	93%	Non-Disadvantaged <b>no SEND</b>	83%	91%
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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.	A second beanstalk volunteer was employed in the Spring term to work with Y1 pupils. The evidence demonstrates that the children who have been in receipt of this support have made good progress and their confidence in and enjoyment of reading has been significantly improved. Two of the three children in Y2 involved in the programme have moved from Working Towards to Expected Standard on standardised tests.
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.	Spring term – 100% of disadvantaged pupils with SEND have made sufficient progress in Reading and Maths and 77% in Maths. Teachers and TAs have been provided with advice and support from external agencies which have enabled them to provide appropriate support for pupils.
<p><b>Total budgeted cost:</b>  DHT 0.4 of time £18652  0.2 Teacher £7304,  0.5 Teacher £17,608,  Class TA x14 - 1 hour/week £5,000  1x TA x10hrs/week £3,659  Beanstalk £560  LSAT £2800  BST £550  EP £1335</p>						

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.	Staff and parents found the Learning Performance workshops very supportive in enabling them to help the children to learn more effectively. The ten week pupil programme was highly effective, particularly for the Y4 pupils. The class teachers reported that they could see the impact of the workshops and that children were using the skills they had learned to support themselves in class. The children reported that they felt more confident and had strategies that helped them to tackle their work more effectively.
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.	The school has received an award for the biggest reduction in persistent absenteeism for the academic year 2015/16. The PEO and EWO continue to monitor absenteeism.
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>A number of pupils have been provided with specific items that have enabled them to take part in all areas of the curriculum and attend residential visits. This has raised self-esteem and confidence and ensured that all pupils are able to attend all activities and receive the same curriculum offer.</p>
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<p><b>Total budgeted cost:</b>  Learning Performance £4,575  EWO - 2hrs/week - £1,261  Espresso £3300  Items for pupils £500</p>
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