

Larkholme Primary School

'Working Together to do Our Best'

Pupil Premium Strategy 2018-2019



The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Pupil premium funding is paid to schools according to the number of pupils who have been:

- registered as eligible for free school meals (FSM) at any point in the last six years
- have been looked after for one day or more or were adopted from care on or after 30th December 2005

In the 2018 to 2019 financial year, schools received £1320 for each pupil eligible for FSM at any point in the last six years and £2300 for each 'looked-after' child. Schools also received £300 for each of their Service Children.

In 2018/2019 the school received £114,000 in Pupil Premium allocations which was for 75 disadvantaged pupils, 4 service children and 6 post-looked after children.

The pupil premium allocation will be used in a variety of ways to ensure good attainment and progress for our Pupil Premium children and to ensure their learning outcomes are at least in line with non-Pupil Premium children nationally.

Current attainment		
	Pupils eligible for PP (in school)	Pupils not eligible for PP (national average)
% achieving expected standard or above (scaled score of 100+) in reading	46%	80%
% achieving expected standard or above (scaled score of 100+) in writing (teacher assessment)	69%	83%
% achieving expected standard or above (scaled score of 100+) in maths	62%	81%
% achieving expected standard or above (scaled score of 100+) in English grammar, punctuation and spelling	69%	82%

% achieving expected standard or above (scaled score of 100+) in reading, writing and maths combined	46%	70%
Reading Progress Score	-7.16	0.31
Writing Progress Score	-2.27	0.24
Maths Progress Score	-3.18	0.31

Barriers to future attainment for pupils eligible for Pupil Premium funding	
A.	Some pupils who are eligible for Pupil Premium are making less progress in reading, writing and maths than other (non-PP) pupils in Upper Key Stage 2. This affects attainment and progress at the end of Key Stage 2.
B.	Behaviour issues and the social and emotional needs of some PP pupils is having an impact on their readiness to learn and academic progress.
C.	There is a group of PP pupils whose attendance is below 96% which impacts on their learning and progress.

Desired outcomes of Pupil Premium funding		Success criteria
A.	All pupils who are eligible for Pupil Premium to make progress in reading, writing and maths at least in line with other (non-PP) pupils in Upper Key Stage Two.	All pupils who are eligible for Pupil Premium make good progress in reading, writing and maths at least in line with non-Pupil Premium pupils by the end of Key Stage Two. Accurate teacher assessments, swift intervention and additional support ensures the Pupil Premium pupils keep up with their peers (non-Pupil Premium) and no gap is evident. Pupils will be closely tracked and placed on appropriate interventions. Interventions will result in a closing of the gap and ensure that pupils can access the curriculum and make progress in line with their peers.
B.	Develop the role of the pastoral team to ensure pupils are ready and able to access the curriculum	Pupils who are eligible for PP and who need social and emotional support or behaviour support will be effectively supported in school through bespoke support plans devised by the class teachers and pastoral team. This will enable the pupils to access their learning, develop their resilience and make progress in line with their peers.

Total budgeted cost					£31,495
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 implementation?
A. All pupils who are eligible for Pupil Premium to make progress in reading, writing and maths at least in line with other (non-PP) pupils in Upper Key Stage Two.	<p>Development/training of teaching assistants so that they can deliver targeted interventions using national recognised schemes e.g. Fast Track Phonics, Fast Forward Grammar</p> <p>NFER termly reading assessments to be used in Years 3, 4 and 5 to support teacher assessments and help to prepare children for end of KS2 tests in Year 6.</p>	<p>The EEF toolkit shows that research shows the use of TAs is more likely to show a positive benefit to impact on academic achievement, when working with individuals or small groups, where progress can increase between 3 and 5 months.</p> <p>Teachers completed a questionnaire which found that they did not feel confident in teacher assessment in school. Despite good work in practise tests and in class, children do not achieve as well as expected in end of Key Stage 2 tests.</p>	<p>Baseline measurements will show children have improved and that they are closing the gap</p> <p>Monitoring and tracking of interventions</p> <p>Monitoring of progress through school tracking system</p> <p>Analysis of data Input onto NFER database Pupil progress meetings</p>	<p>DHT SENCo Class teacher TAs</p> <p>HT AHT Class teachers Middle Leaders</p>	<p>Regular reviews at the end of each intervention Cost of TA's to deliver intervention and small group support = £37,750</p> <p>Cost of NFER reading tests = £900.00</p>
Total budgeted cost					£38,650
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 implementation?

<p>B. Develop the role of the pastoral team to ensure pupils are ready and able to access the curriculum</p>	<p>Development of pastoral team.</p> <p>Staff will complete SDQ form for children who are not making progress in line with their peers. Pastoral team will review strategies put in place and then assign child to appropriate interventions e.g. self-esteem, anger management, nurture, social group etc.</p> <p>Use of KidsSafe for whole school approach to developing children's understanding of safeguarding</p> <p>Use of Elsa website to plan bespoke programs of work for children with social needs- to be baselined and impact assessed.</p> <p>FLM to run parental classes to support parents</p>	<p>The development of the pastoral team who operate in school will have a better knowledge of our pupils and their individual circumstances. They can respond to the needs of pupils' bespoke needs on a daily basis, providing consistency and continuity which the children require in order to build meaningful and trusting relationships with staff.</p>	<p>Regular team meetings- to be minuted</p> <p>Tracking register SDQ forms to make part of pupil progress meetings</p> <p>Data tracking</p> <p>Assessments</p>	<p>Pastoral team led by DHT</p>	<p>Regular termly reviews</p> <p>Total cost of 1 full time FLM = £27,410</p>
<p>C. Increased attendance rates for pupils eligible for Pupil Premium</p>	<p>Work with targeted children to improve their attendance through direct work with FLM.</p> <p>Specific attendance rewards e.g passports</p>	<p>FLM to closely monitor attendance of PP children and check reasons for absence. Children and parents are aware that school is monitoring their attendance and will send home traffic light letters each term. Targeted children are encouraged and rewarded for good attendance at school, which will in turn help to improve their academic achievement and progress.</p>	<p>Tracking through SIMS</p> <p>Traffic light letters sent home termly.</p>	<p>FLM Pastoral team</p>	<p>Half termly review</p> <p>Cost of 1 FLM 0.6 = £16,445</p>

				Total budgeted cost	£43,855
				Total budgeted cost	£114,000
Review of expenditure 2017/2018					
Previous Academic Year					
Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	
All pupils who are eligible for Pupil Premium to make progress in reading, at least in line with other (non-PP) pupils across Key Stage 2.	Pupils to be closely tracked and given extra support to 'keep up' HTLA to hear readers who are below expected standard Regular monitoring of Reading Files Children to be on appropriate reading stage on the home reading scheme Teachers to plan guided reading using appropriately challenging texts Teachers to use challenging questions.	69% Non-PP pupils made expected progress+ while 50% of PP pupils made expected progress+	We will continue with the approaches and also develop and improve the teaching of reading in Key Stage Two, to accelerate progress through the key stage.	HLTA morning sessions Purchase new guided reading books £23,585	

<p>All pupils who are eligible for Pupil Premium to make progress in writing at least in line with other (non-PP) pupils across Key Stage 2.</p>	<p>Pupils to closely tracked and given extra support to 'keep up' Regular moderation of writing Staff training - writing Teachers to model writing more consistently in English lessons Regular opportunities for cross curricular writing Regular and effective feedback to move children's writing on</p>	<p>83% Non-PP pupils made expected progress + while 75% of PP pupils made expected progress+</p>	<p>We will continue with the approaches and continue to develop and improve writing across Key stage Two through further staff training and sharing of good practice within school. We will further develop the effectiveness of marking and feedback to ensure it has maximum impact on pupil progress.</p>	<p>Staff training £1,500</p>
<p>All pupils who are eligible for Pupil Premium to make progress in maths at least in line with other (non-PP) pupils across Key Stage 2.</p>	<p>Pupils to be closely tracked and given extra support to 'keep up' Regular moderation of maths Training in a new maths scheme – Maths No Problem! Implementation of a new maths scheme and new resources Access to a wide range of resources to support the teaching and learning of maths – NCETM, Nrich, White Rose Hub</p>	<p>79% Non-PP pupils made expected progress+ while 67% of PP pupils made expected progress+</p>	<p>We will continue with the approaches and continue to develop mastery in maths through the Maths No Problem! approach and will provide further staff training on key aspects of the maths curriculum which need further improvement eg division, fractions, ratio</p>	<p>Maths No Problem textbooks £10,968 Maths No Problem workbooks £5,640 Staff training £5,057</p>
<p>Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>Improve pupils' emotional and social well-being by identifying children who require nurture support.</p>	<p>During their first year, Reception children will be assessed to identify nurture needs. Identified children will take part in nurture groups. Circle time will take place once a week in class.</p>	<p>Children were supported through groups and activities, with strategies shared with the class teacher. Review of the Boxhall profile showed that many children's needs had been effectively met.</p>	<p>We will continue with individual and small group nurture support for the children as required, using the Boxhall profile to assess their individual needs, and support the class teacher in ensuring they have clear strategies in place in class to support all the children to learn well and make good progress and ensure all their needs are met.</p>	<p>Family Learning Mentor £18,883</p>
<p>Through continued nurture and structured support, pupils from KS1 – KS2 with social and emotional needs develop the skills and attributes to be a successful learner and attain and make progress in line with other (not-PP) pupils.</p>	<p>All pupils eligible for Pupil Premium are appropriately supported in school to access all areas of the curriculum and attain and progress to the standards of which they are capable through the building of self-confidence, resilience and a focused approach to lessons. Family Learning Mentor to provide social groups and nurture sessions for children with social and emotional needs Additional HLTA to also provide nurture sessions and nurture teaching groups. Whole school ethos on active learning and developing confidence and resilience in the classroom – staff training and the purchase of new building resilience resources</p>	<p>Children are more ready to learn, are more self-confident and resilient and have a more positive attitude to their learning and achievements. Children feel more able to manage their feelings and make appropriate choices.</p>	<p>We will continue with these approaches to ensure we meet the individual needs of all the PP children.</p>	<p>Family learning mentor afternoon sessions £9441.50 HLTA afternoon sessions £14,312 Resources £860</p>

Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increased attendance rates for pupils eligible for Pupil Premium	<p>Pupils eligible for Pupil Premium are supported to achieve the school's attendance target for all pupils (96%).</p> <p>Family Learning Mentor to support targeted pupils to attend school every day and be on time using a range of strategies.</p> <p>Family Learning Mentor to support families to ensure better attendance for pupils</p> <p>School attendance systems to monitor and track every child's attendance and enable strategies to be quickly put into place when a child's attendance begins to fall.</p> <p>Attendance reward systems to encourage good attendance and punctuality</p>	<p>Whole school attendance for 2017/18 was 96.2%</p> <p>Attendance for PP pupils was 94.3% for 2017/18</p>	<p>We will continue with these approaches as they are proving to be very successful in improving attendance for targeted children.</p>	<p>Family Learning Mentor morning sessions £9441.50</p> <p>Attendance resources £500</p>

We will review our Pupil Premium Strategy termly and it will be fully evaluated in June 2019 at the Full Governing Body meeting.