



# Pupil premium strategy statement

1. Summary information					
<b>School</b>	Livingstone Primary School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£118,657	<b>Date of most recent PP Review</b>	Nov 2015
<b>Total number of pupils</b>	317	<b>Number of pupils eligible for PP</b>	90	<b>Date for next internal review of this strategy</b>	Nov 2017

Year 6	Pupils eligible for PP at Livingstone	Pupils <u>not</u> eligible for PP at Livingstone
<b>37% achieving in reading, writing and maths</b>	22.2%	44.4%
<b>51.9% making progress in reading</b>	44.4%	55.6%
<b>70.4% making progress in writing</b>	77.8%	66.7%
<b>48.1% making progress in maths</b>	33.3%	56.6%

## 2. Barriers to future attainment (for pupils eligible for PP, including high ability)

### In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	Lower attainment amongst PP eligible pupils
<b>B.</b>	High mobility across the school
<b>C.</b>	Limited speech and language skills on entry and throughout the school

### External barriers (*issues which also require action outside school, such as low attendance rates*)

<b>D.</b>	Attendance issues
<b>E.</b>	Many children lack resources such as books and access to cultural experiences.
<b>F.</b>	Increasing number of children with social, emotional and mental health needs in Key Stage 2

## 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve the rate of attainment of pupil premium children	Pupils achieve make progress in reading, writing and maths and reach expected standard

<b>B.</b>	Swift induction processes for new arrivals.	Children settle quickly to their learning make good progress.
<b>C.</b>	Improve EYFS outcomes particularly with communication and language	By the end of the Reception year, rapid improvement in communication skills.
<b>D.</b>	Improve attendance and punctuality rates of vulnerable pupils	Reduced numbers of persistent absentees. Attendance rates reach school target. (96%)
<b>E.</b>	Children have increased opportunities to access art, sport and other activities	Children have the chance to experience enrichment activities that may not be available to them.
<b>F.</b>	Children presenting with complex needs are supported to access learning.	Children's well-being is raised and they are able to be active learners.

<b>4. Planned expenditure</b>					
<b>Academic year</b>		<b>2016-2017</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.					
<b>Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Staff able to identify specific barriers to learning and are able to support vulnerable children to achieve and make good progress	NASEN accredited training for all staff SENDCo supports the most vulnerable and at risk of exclusion pupils in 1:1	Quality CPD for teachers equips them with the expertise and skills to support vulnerable children with their learning.	Staff Meetings Appraisal target for staff	SENDCo HT	Termly
PP pupils make good progress in Years 5 & 6	Additional teaching staff in upper KS2 to lead smaller groups ensuring 'quality first' teaching. SENDCo	Targeted support by experienced teachers with sound knowledge of teaching and learning in upper key stage 2 is effective practice.	KS2 Team well managed and extra resources used carefully to meet pupils' needs. Monitoring and evaluation cycle; lesson observations, book scrutinies.	Head Deputy SENDCo	Half-termly
<b>Total budgeted cost</b>					<b>£51,129.68</b>
<b>Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

To accelerate progress of PP children in Year 6	Homework Clubs for vulnerable pupils in England and Maths	Swift identification of gaps in learning through class assessments. Clearly planned small group tuition with specific targets to close these gaps.	Pupil progress meetings Data	Deputy English lead	Half-termly
Pupils make progress in reading, writing and maths and reach expected standards	Additional teaching assistants including HLTA	Well qualified teaching assistants run intervention groups with clear learning targets	TAs planning time to liaise with teachers. Pupil progress meetings	SLT	Half-termly
Improve induction of newly arrived pupils	All staff understand induction processes and practical guidance on supporting new arrivals	Oral language support and interventions put in place swiftly will raise confidence and participation in learning.	Key stage meeting to assess how well settled children are in their learning. Evaluate the effectiveness of interventions and support and make adjustments as necessary.	JJ Key stage leaders	Weekly
Improve EYFS outcomes particularly with communication and language	Additional teaching assistants in Reception class.  Development parent partnerships 'Learning together' workshops. Helping parents to develop basic skills in Mathematics and Literacy	Staff to pupil ratio increased allowing vulnerable children quality time with adults. (SALT Phonics Reading Social Skills).  Parental involvement – building relationships with parents. Better support for their children at home will help children's learning in school.	Feedback from parents and staff	JJ	
<b>Total budgeted cost</b>					<b>£39,937.29</b>
<b>Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increase attendance and punctuality rates of children eligible for PP grant.	Attendance manager and learning mentor to monitor attendance. Importance of good attendance very visible around the school.  Assemblies, newsletters, awards.	Good attendance closely linked with achievement. Families of vulnerable pupils at risk of becoming persistent absentees supported and encouraged to get children to school every day and on time.	Regular meetings with EWO, HT to feedback.	SB	Termly

Children have increased opportunities to access art, sport and other activities.	Arts and sports participation. London Visit – Kip on a Ship Theatre visits Music lessons Forest Schools All heavily subsidised.	Although impact would appear low, having access to these activities increases confidence and self-worth and reflects the ethos of the school where every child have quality experiences. 'Opportunity for all to succeed'  <b>Enrichment-£28,164.90</b>	Written feedback from teachers. Feedback from parents and children.	HT Deputy	Half-termly
<b>Total budgeted cost</b>					<b>35,682.06</b>

**Total £126,749.03**  
**Top up from school budget £8,092.03**  
**Pupil Premium Grant £118,657.00**

5. Review of expenditure				
Previous Academic Year				
i. 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
PP pupils make good progress in Years 5 & 6	Additional teaching staff in upper KS2 to lead smaller groups ensuring 'quality first' teaching.	Due to long term sickness absence, reduced teaching staff than planned. Management and teaching responsibility was distributed to other members of staff. Improved results PP 2016 – 22.2% RWM PP 2017 – 33.3% RWM	Costly Consider part time teaching posts  1:1 with SENDCo has improved well-being and engagement with learning of PP pupils.	<b>£51,129.68</b>
ii. Targeted support				
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
Improve EYFS outcomes particularly with communication and language	Additional teaching assistants in Reception class	Improved outcomes 2016-PP % achieving GLD- 53.8% 2017-PP % achieving GLD – 69.2%	Continue with this. Early intervention has had an impact on Year 1 phonics results for PP children over the past two years 2015 <u>all pupils</u> - 46% working at the expected level Pupil Premium 2016 – 63.2% WA Pupil Premium 2017 – 67% WA	<b>£39,937.29</b>
iii. 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
Increase attendance and punctuality rates of children eligible for PP grant	Attendance manager and learning mentor to monitor attendance. Importance of good attendance very visible around the school. Assemblies, newsletters, awards.	Improved attendance.  Children keen to come to school and enjoy enrichment experiences on offer.	Change the role of Mentor – Consider employing Family Worker	35,682.06

## 6. Additional detail

Total cost A large proportion of the pupil premium funding was used to employ extra staff. This allowed us to run small phonics groups across Reception and Year 1. This had a huge impact on the achievement and progress of the children but also allowed for more individual support for new arrivals.