

Lawefield Primary School

Pupil Premium Strategy

2017 - 2018

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Policy on the use of Pupil Premium Funding

Introduction

The Staff and Governors of Lawefield Primary School are totally committed to ensuring that provision is made which secures the learning and teaching opportunities that meet the needs of all the pupils so that all make maximum progress and reach their potential. Our school welcomes and shares the government's aim of tackling all forms of disadvantage and working tirelessly to ensure inclusion and equal access for all learners.

We recognize that the pupil premium funding is allocated to children in receipt of free school meals and is a means of addressing some of the issues associated with social disadvantage and in particular, in narrowing and hopefully eventually closing any gap in attainment where this exists. **In making appropriate provision for this we also acknowledge that not all pupils in receipt of free school meals are socially disadvantaged.**

We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. The Governors reserve the right to allocate the Pupil Premium Funding to support any pupil or groups of pupils the school has legitimately identified as needing additional support to achieve improved outcomes in learning and/or well-being.

Provision

Lawefield is committed to excellence and the maintenance of high standards. We offer a wide range of provision aimed at enabling all learners to enjoy and thrive in learning and achieve their best.

Rationale for decisions about provision

The rationale for resource deployment is decided by the school, based on the individual needs of all pupils. These are:

- Effectiveness and impact so that progress and achievement is maximized for every pupil
- Flexibility
- Fitness for purpose
- Value for money acknowledging appropriate accountability
- Equity
- Inclusivity

Pupil premium funding will be used in the first instance to support the learning needs of children in receipt of free school meals who need extra support, **however, this provision may well also include other children who have been identified as vulnerable. Such decisions will be at the Headteacher's discretion.**

The school's leadership team guided by the Headteacher and Deputy Headteacher, through phase leaders will monitor the attainment and progress of all pupils and decide which pupils need additional provision and what this provision will be. We use on-going and fixed point assessments to identify children's learning needs and plan next steps teaching. A range of additional support may be provided that is felt to best meet the child's needs at the time.

We always seek to provide outstanding quality first teaching for all pupils. Timely, precision teaching intervention is also used to maximize pupils' progress and attainment.

When considering the deployment and funding of additional support through pupil premium and other school budget monies, we take into account carefully the following options in order to maximize the impact for the pupil:

- Facilitating pupils' access to education
- Facilitating pupils' access to the school's curriculum
- Support in addition to the provision made in the classroom e.g. specific programmes or targeted interventions
- Additional opportunities to enhance or complement the school offer e.g. After School Clubs and School Trips

Where it is considered that there is a need for alternative provision from external providers that complements the school's offer, the Headteacher will agree this following discussion and advice from colleagues and other relevant sources.

Monitoring and Evaluating Provision

Once decided, additional provision is monitored session by session by those staff providing support. Adaptations are then made as necessary. The overall effectiveness and impact is evaluated termly usually through year group pupil progress meetings and this data is collated.

In evaluating effectiveness, a range of evidence is used including:

- Attainment and progress outcomes
- Feedback from staff, the child, parents and other professionals who may be involved
- Anecdotal, soft evidence relating to improved confidence, wellbeing, attitude, behavior etc.

The governors' Standards Committee will have a monitoring oversight of the use of Pupil Premium Funding and the provision it supports.

Reporting and Accountability

It will be the responsibility of the Headteacher, or delegated member of staff, to produce a yearly report for the Governors' Curriculum Sub-committee on:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- The teacher assessment data we collect
- Comparative data for all none socially disadvantaged pupils by year group

Complaints

The DfE have indicated that parents/carers will be able to have input into plans regarding how their child's needs are best met. Where a parent/carer is concerned regarding a child's provision the Headteacher and Deputy Headteacher will meet the parent/carer and seek to come to an understanding and agreement about how the funding is best used for an individual.

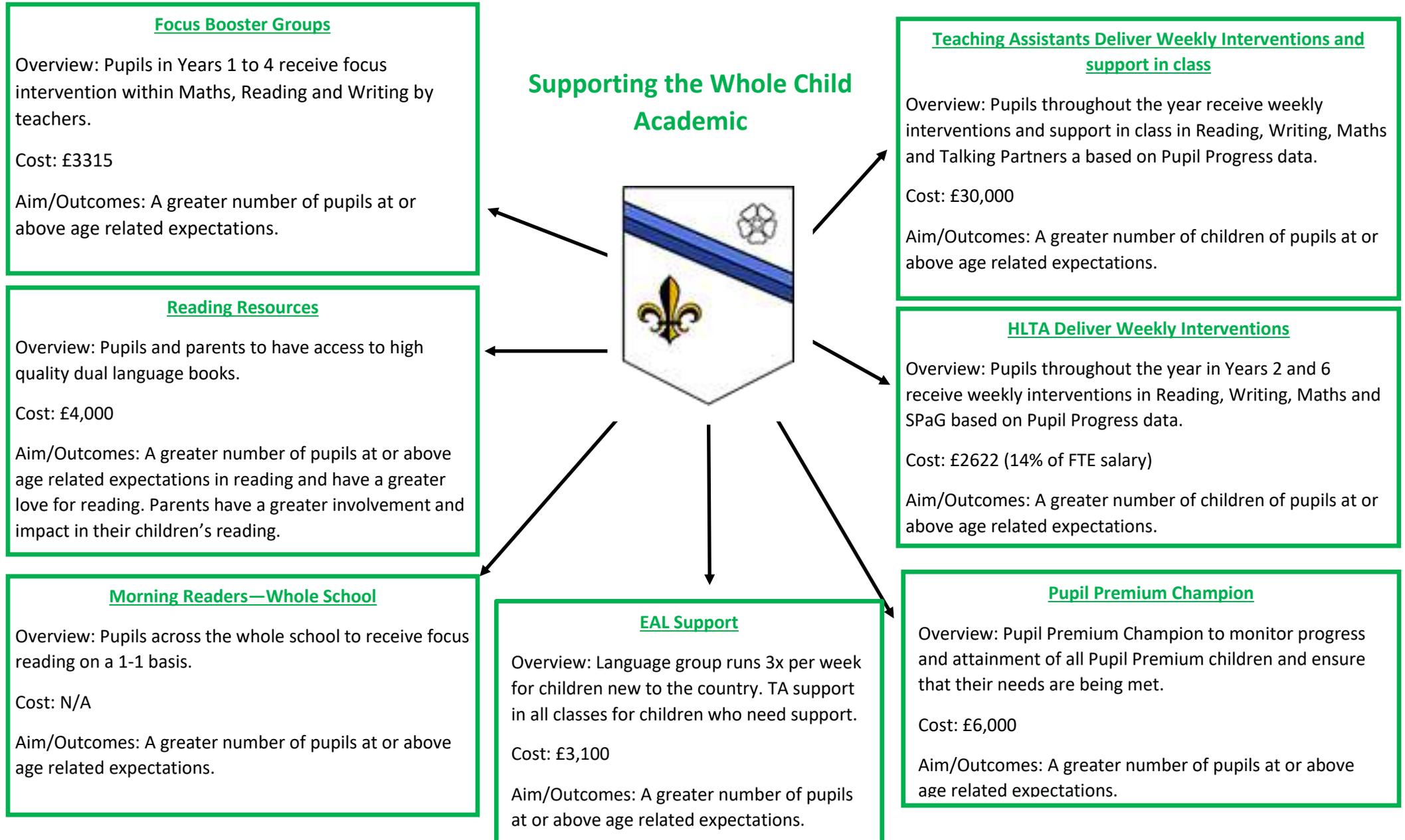
Any allegation, complaint, disagreement or appeal regarding the deployment of Pupil Premium Funding will be considered by the complaints panel of Governors convened by the Chair of Governors, as necessary, for this purpose.

Summary Information					
School:	Lawefield Primary School				
Academic Year:	2016/ 2017	Total PP Budget:	£56656	Date of most recent PP review:	
Total number of pupils:	288	Number of pupil eligible for PP:	53	Date for next PP Strategy Review:	
Class	No of children	Income	Percentage of pupils		
Nursery	0				
Reception	5 (EY PP funding)	£936	14%		
Year 1	5 (funded for 4	£3960	14%		
Year 2	8 (funded for 7)	£8220	23%		
Year 3	5 (funded for 3)	£3960	14%		
Year 4	7	£9540	20%		
Year 5	4	£5280	12%		
Year 6	13 (funded for 12)	£15840	37%		
Leavers 2016	6	£7920	17%		

Summary Information					
School:	Lawefield Primary School				
Academic Year:	2017/ 2018	Total PP Budget:	£65947.80	Date of most recent PP review:	Summer 2017
Total number of pupils:	301	Number of pupil eligible for PP:	43	Date for next PP Strategy Review:	Autumn 2017
Class	No of children	Income	Percentage of pupils		
Nursery					
Reception	5 (EY PP funding)	£667.80	15%		
Year 1	9 (funded for 8)	£10560	27%		
Year 2	5	£6,600	15%		
Year 3	8	£9540	24%		
Year 4	5	£6,600	15%		
Year 5	7	£9,540	21%		
Year 6	4	£5,280	12%		
Leavers 2017	13	£17160	39%		

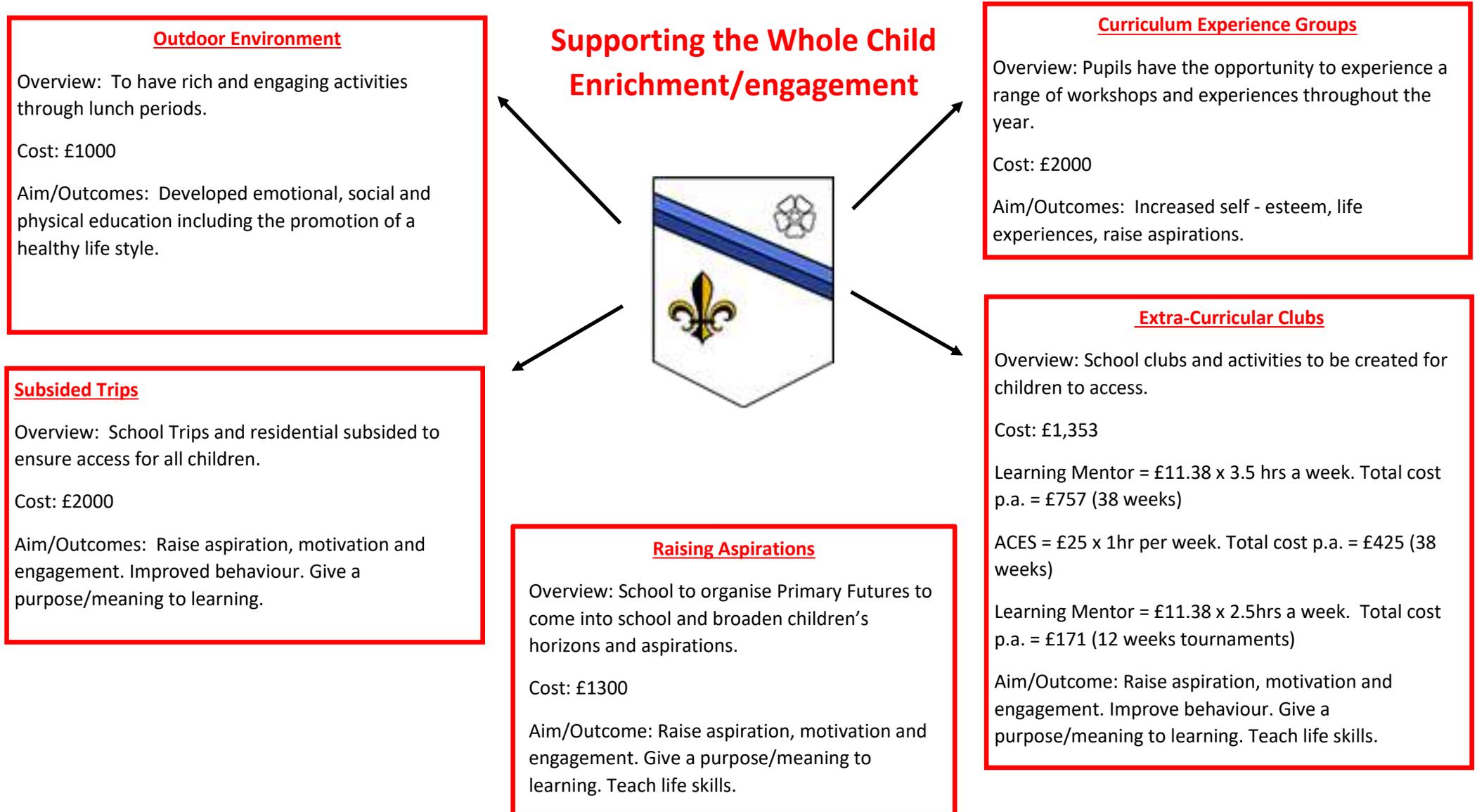
Pupil Premium Provision Map 2017-18

The pupil premium is additional monies given to schools to support pupils who are considered disadvantaged. The chosen measure for this is the entitlement of Free School Meals within the past 6 years. The current funding is £1320 per pupil. £56,760 in total.



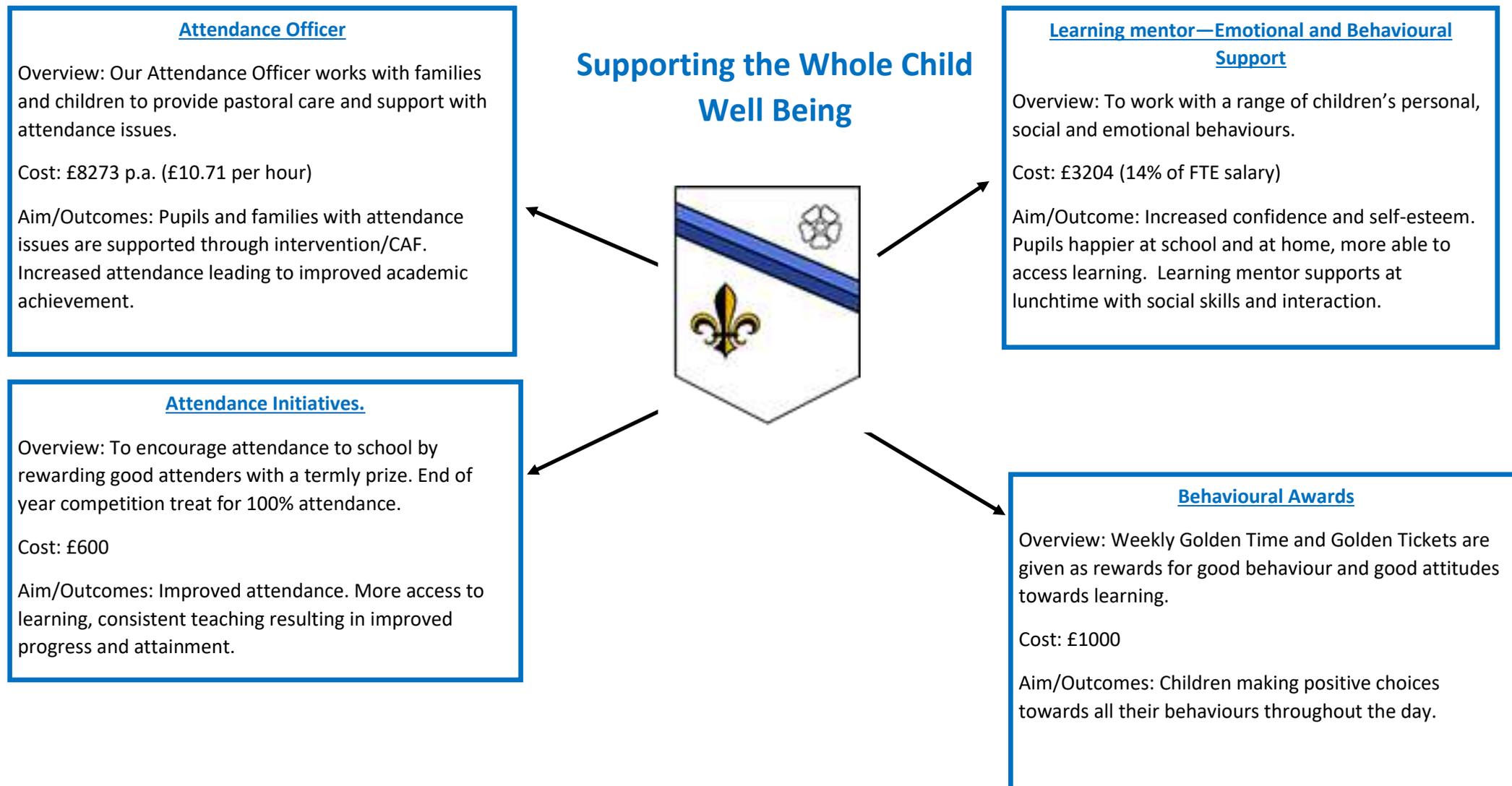
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EYFS

	2015/16		2016/17	
	Disadvantage	Non-Disadvantage	Disadvantage	Non-Disadvantage
Lawefield Primary Actual	20%	64.1%	66.6%	58.3%
National % (2015/16 data)	51%	69%	%	%
	Disadvantage children made poorer attainment than the national picture and that of the non-disadvantage children both nationally and in school. 2 children are SEND, 1 of which has additional medical needs affecting attendance.		Disadvantage children made better attainment than the national picture (2015/16 data) and are largely in line with non-disadvantage children.	

Year 1 Phonics

	2016		2017	
	Disadvantage	Non-Disadvantage	Disadvantage	Non-Disadvantage
Lawefield Primary Actual	83%	69%	40%	87%
National %	65%	79%	%	%

End of Key Stage 1 2016/17 (Year 2)

	Reading		Writing		Maths	
	Disadvantage	N-Disadvantage	Disadvantage	N-Disadvantage	Disadvantage	N-Disadvantage
Lawefield Primary Actual	75%	53%	75%	56%	88%	60%
LA	59%	76%	47%	68%	55%	77%
National						
	*Disadvantage children make better attainment than Non-Disadvantage children and the LA.		* Disadvantage children make better attainment than Non-Disadvantage children and the LA.		* Disadvantage children make better attainment than Non-Disadvantage children and the LA.	
Boys	100%	25%	100%	25%	100%	58%
LA Boys	54%	70%	39%	60%	52%	75%
National						

	*Disadvantage boys make better attainment than non-disadvantage boys but below the LA.		*Disadvantage boys make averagely the same attainment to non-disadvantage but below LA.		*Disadvantage children make less attainment than non-disadvantage children.	
Girls	83%	65%	83%	70%	83%	74%
LA Girls	65%	83%	57%	76%	59%	79%
National						
	*Disadvantage girls make achieve better attainment than non-disadvantage children and significantly better than LA.		*Disadvantage girls make achieve better attainment than non-disadvantage children and slightly below LA.		*Disadvantage girls make achieve better attainment than non-disadvantage children and significantly better than LA.	

End of Key Stage 2 2016/17 (Year 6)

	Reading		Writing		Maths	
	Disadvantage	N-Disadvantage	Disadvantage	N-Disadvantage	Disadvantage	N-Disadvantage
Lawefield Primary Actual	23%	44%	58%	81%	46%	81%
LA	59%	76%	47%	68%	55%	77%
National						
	* Disadvantage children make less attainment than non-disadvantage children and also below the LA.		* Disadvantage children make less attainment than non-disadvantage children, but better than the LA.		* Disadvantage children make less attainment than non-disadvantage children and also below the LA.	
Boys	0%	38%	40%	77%	40%	85%
LA Boys	54%	70%	39%	60%	52%	75%
National						
	*Disadvantage boys make better attainment than non-disadvantage boys but below the LA.		*Disadvantage boys make averagely the same attainment to non-disadvantage but below LA.		*Disadvantage children make less attainment than non-disadvantage children.	
Girls	38%	67%	75%	67%	50%	67%
LA Girls	65%	83%	57%	76%	59%	79%
National						
	*Disadvantage girls make achieve better attainment than non-disadvantage children and significantly better than LA.		*Disadvantage girls make achieve better attainment than non-disadvantage children and slightly below LA.		*Disadvantage girls make achieve better attainment than non-disadvantage children and significantly better than LA.	

Barriers to learning (for pupils eligible for PP)	
In school barriers	
A	Oral Language Skills
B	Independent Skills
C	Behaviour and Attitude to Learning
D	EAL
E	Mobility
F	SEND
External barriers	
D	Home Environment
E	Parental Engagement
F	Behaviour and Attitude to Learning

Outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	Pupil Premium children's reading, writing and maths Improves in-line with non PP children	Greater percentage of children with improved attainment in reading, writing and maths.
B.	Pupil premium children to have more life experiences and greater aspirations	Children are able talk about future aspirations and steps of how to achieve them.
C.	To meet the social and emotional needs of pupil premium pupils and their families	Pupil Premium children have good attendance and a positive attitude towards school and their learning.

Planned expenditure

Academic Year: 2017/2018

The four headings below enable school to demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

A) Pupil Premium children's reading, writing and maths Improves in-line with non PP children

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Review Intended/Actual Impact and Lessons Learned.
Improvement in pupil's attainment and progress. Pupil's reading improves in line with Non PP pupils. Improvement of children's Reading and Reading Comprehension To develop a love of reading and books. All Staff to know who the PP pupils are in their class.	Pupils in Years 1 to 6 receive focus booster group within Reading. Parents invited to attend reading/story session weekly. Pupils and parents have access to high quality dual language books. Development of classroom reading areas. Books on display. Pupils to use the School Library weekly. Entry, Autumn, Spring & Summer data to be entered into GR book by TA. Sticker on PP pupil's book. JB, CT, KA	EEF Tool Kit To increase the amount of practice the children have to read. Pupil Conversations – pupils to be given time and encouraged to discuss their reading book/book of choice with their peers.	Observation OTrack PP Progress meetings Meetings with TA's	In EYFS PP children have made an average of 6.3 points progress across the year compared to 5.5 points for other. The PP attainment is still lower at 50% compared to 58.5% for other children. In KS1 PP children have made expected progress against their individual targets in reading. In KS2 PP children have made an average of 6.5 points progress across the year compared to 6.8 points for other. 100% of PP children achieved the expected standard in reading compared to 64% of other.
Improvement in pupil's attainment and progress. Improvement of pupils' Writing and SPaG. All Staff to know who the PP pupils are in their class.	Pupils in Years 1 to 6 receive focus intervention within Writing. Guided Writing groups within English lessons with diminishing the gap to encourage good/outstanding progress. Entry, Autumn, Spring & Summer data to be entered into Writing book by TA. Sticker on PP pupils' book. JB, CT, KA	EEF Tool Kit To increase the amount of time children have to write.	Observation OTrack PP Progress meetings Meetings with TA's	In EYFS PP children have made an average of 6.5 points progress across the year compared to 5.5 points for other. The PP attainment is still lower at 50% compared to 58.5% for other children. In KS1 PP children have made expected progress against their individual targets in Writing and SPaG

				<p>In KS2 PP children have made an average of 7.5 points progress across the year compared to 6.3 points for other in Writing. 80% of PP children achieved the expected standard in writing compared to 76% of other.</p> <p>In KS2 PP children have made an average of 7.3 points progress across the year compared to 7.0 points for other in SPaG. 80% of PP children achieved the expected standard in SPaG compared to 84% of other.</p>
<p>Improvement in pupil's attainment and progress. Improvement of pupils Mathematics. All Staff to know who the PP pupils are in their class.</p>	<p>Pupils in Years 1 to 6 receive focus intervention within Maths Implementation of same day marking and response time within the maths curriculum. Teaching of daily Big Maths and Reasoning skills. Entry, Autumn, Spring & Summer data to be entered into Maths book by TA. Sticker on PP pupil's book. JB, CT, KA</p>	<p>EEF Tool Kit To increase the amount of time children have to learn mathematics.</p>	<p>Observation OTrack PP Progress meetings Meetings with TA's</p>	<p>In EYFS PP children have made an average of 7.3 points progress across the year compared to 5.9 points for other. The PP attainment is 60% compared to 61% for other children maths.</p> <p>In KS1 PP children have made expected progress against their individual targets in maths.</p> <p>In KS2 PP children have made an average of 7.0 points progress across the year compared to 6.3 points for other. 60% of PP children achieved the expected standard in reading compared to 72% of other.</p>

B) Pupil premium children to have more life experiences and greater aspirations

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Review Intended/Actual Impact and Lessons Learned.
<p>Pupils make expected or better progress and talk with enthusiasm about their academic future.</p> <p>To increase self-esteem, life experiences and raise aspirations.</p>	<p>Assemblies and lessons to share with pupils purposeful learning and how it can lead to a desired career. Pupils inspired by visitors who talk about their jobs/careers. Pupil Progress meetings will focus on how the PP children feel about their future and areas of the curriculum they are strong at. Involve NAHT initiative – Primary Futures – to broaden children's horizons and aspirations.</p>	<p>EEF Tool Kit</p> <p>To give all PP pupils a goal to aim higher, raise self esteem and believe in themselves.</p> <p>To know that the lessons they receive teaches them skills which can be used in many careers, therefore what they</p>	<p>PP Champion to arrange Assemblies and visits. OTrack to ensure children are meeting targets and making progress. Feedback from staff in PP Progress meetings Meetings with TA's</p>	<p>Expected progress across the year is 6 points. PP children in EYFS and Year 6 have made more than expected progress in reading, writing, maths and SPaG (Year 6). In KS1 children have made expected progress against their individual targets.</p>

<p>Pupils to attend extra-curricular activities within school.</p>	<p>Pupils to have opportunities to experience a range of workshops throughout the year. JB, CT, KA</p>	<p>are learning can lead to a job or University course they will enjoy.</p>		<p>Assemblies have taken place to promote how purposeful learning leads to life opportunities. Resilience and independence (LILS) have been themes throughout the school year and inspirational role models have been used to inspire aspirations.</p> <p>All children have had the opportunity to take part in subsidised school trips.</p> <p>PP children have been offered a range of free extra-curricular clubs.</p> <p>Events and opportunities have included:</p> <ul style="list-style-type: none"> • Fire brigade visit • Gardener (club) • Visit to QEGS • Visit to the theatre • Library/museum visits • Football stadium visit • Shakespeare workshops • Camping event
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C) To meet the social and emotional needs of pupil premium pupils and their families

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Review Intended/Actual Impact and Lessons Learned.
<p>Pupils and families are able to talk about issues and feelings in a controlled way and acknowledge problems can be solved.</p> <p>Pupils have good attendance.</p>	<p>PHSE lessons in class to approach any issues and teach how we can resolve them.</p> <p>Behaviour Charts where necessary.</p> <p>Learning Mentor to work with a range of pupils' personal, social and emotional behaviours.</p> <p>Learning Mentor to support lunchtime with social skills and interaction.</p>	<p>To increase confidence and self esteem of pupils and their families. Pupils can be happier at school and at home.</p> <p>Monitor Behaviour Charts.</p> <p>Pupils more engaged leading to improved behaviour and attitudes to learning. Pupils making positive choices independently.</p>	<p>PP Champion to meet with Learning Mentor and Attendance officer.</p> <p>Feedback from staff in PP Progress meetings</p> <p>Meetings with TA's</p>	<p>School have an open door policy whereby parents can come and speak with a member of SLT or Learning mentor/ attendance officer.</p> <p>PP attendance is 94.6 %</p> <p>PSHE lessons have focused around resolving issues and becoming resilient, independent learners.</p>

	<p>Behaviour Awards – pupils given Weekly Rewards for good behaviour and Attitudes to Learning.</p> <p>Attendance Officer to monitor poor attendance and act upon it. JB, CT, KA</p>			<p>Learning mentor has worked with children to improve behaviour/ self-confidence.</p> <p>Attendance officer has worked hard with all families to improve attendance.</p>
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