

# Lawefield Primary School

## Pupil Premium Strategy

### 2018 - 2019

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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 recognise 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**

<b>School:</b>	Lawefield Primary School				
<b>Academic Year:</b>	2018/ 2019	<b>Total PP Budget:</b>	£62.640	<b>Date of most recent PP review:</b>	Summer 2018
<b>Total number of pupils:</b>	313	<b>Number of pupil eligible for PP:</b>	49	<b>Date for next PP Strategy Review:</b>	Autumn 2018

## Supporting the Whole Child

### Academic



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. £62,640 in total.

Activity	Outcomes	Expenditure	% of disadvantage impacting against (49 Pupil Premium)
<p><b><u>Focus Booster Groups (Years 2 and 6)</u></b>                      Overview: Pupils in Year 2 and 6 to receive focus intervention within Maths, Reading and Writing in school time and after school.</p>	A greater number of children of pupils at or above age related expectations. Increased confidence and self-esteem	Cost: £1927	15/49 = 31% will be accessing the focus booster groups.
<p><b><u>Maths resources (Numicon)</u></b>                      Pupils to use high quality resources to support their learning.</p>	A greater number of SEND children to reach expected targets in maths. Increased confidence and self-esteem	Cost: £1000	9/49 = 18% will be accessing and using the concrete resources
<p><b><u>Reading, Writing and Maths Intervention—KS1 and KS2</u></b>                      Pupils in Years 1-6 to receive support in class and focused interventions within Maths, Reading and Writing.</p>	A greater number of children of pupils at or above age related expectations. Increased confidence and self-esteem.	Cost: £39,588	26/49 = 53% will be accessing reading comprehension interventions.
<p><b><u>Learning Support Assistants (LSA) One to One Daily Readers x 12 15 mins a day</u></b></p>	A greater number of children of pupils at or above age related expectations. Increased confidence and self-esteem	Cost: £9,360  <b>Full budget spent on LSA: £237,516</b>	12/49 – 24%
<p><b><u>Music Lessons/Resources</u></b>                      Pupils utilise musical instruments and a specialist music teacher to raise engagement and progress in music.</p>	Increased self esteem, improve fine motor skills, increase connections,	Cost: £3440	4/49 = 8% of the children will be accessing the specialist music teacher.
<p><b><u>No-Nonsense Spelling Scheme</u></b>                      Specialise CPD will be completed and disseminated to all staff to raise achievement in spelling across school.</p>	A greater number of pupils at or above age related expectations in spelling component of GPS across school. Children apply spelling knowledge into their writing. Increased confidence and self-esteem.	Cost: £500	49/49 = 100% will be accessing the high quality teaching of spelling.

## Supporting the Whole Child Enrichment/engagement



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. £62,640 in total.

Activity	Outcomes	Expenditure	% of disadvantage impacting against (49 Pupil Premium)
<p><b><u>Outdoor Environment</u></b> To have rich and engaging activities through break and lunch periods and enhance games provision in PE lessons.</p>	Developed emotional, social and physical education.	Cost: £500	49/49= 100%
<p><b><u>Subsidised Trips (Activities, food, basic needs)</u></b> School Trips and residential subsidised to ensure access for all children.</p>	Raise aspiration, motivation and engagement. Improved behaviour. Give a purpose/meaning to learning.	Cost: £333	49/49= 100%
<p><b><u>Broaden children's experiences</u></b> Trip to a university.</p>	Raise aspiration, motivation and engagement. Give a purpose and breadth to their learning.	Cost: £70	7/49 – 44%
<p><b><u>Subsidised Enrichment Activities</u></b> School clubs and activities to be created for children to access.</p>	Raise aspiration, motivation and engagement. Improve behaviour. Give a purpose/meaning to learning. Teach life skills.	Cost: £332	49/49 =100% encouraged and prioritised
<p><b><u>Raise Aspirations</u></b> Aspirations Week</p>	Raise aspiration, motivation and engagement. Improve behaviour. Give a purpose/meaning to learning. Teach life skills.	Cost: £200	49/49 = 100% will be involved in the Aspirations Week.
<p><b><u>Life Experiences</u></b> Termly trips to be planned to enhance opportunities.</p>	Pupils have the opportunity to have experiences outside school to raise aspirations, motivate and engage.	Cost: £1500	49/49= 100% will be involved in termly trips.

## Supporting the Whole Child

### Well Being



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. £62,640 in total.

Activity	Outcomes	Expenditure	% of disadvantage impacting against (49 Pupil Premium)
<p><b><u>Learning Mentor - Family Support Work</u></b> Our Learning Mentor works with families and children to provide pastoral care.</p>	<p>Pupils with additional needs supported through CAF/ intervention. Increased confidence and self-esteem. Pupils happier at school and at home, more able to access learning.</p>	<p>Cost: £553</p>	<p>On average 18/49=37%</p> <p>This changes throughout the year</p>
<p><b><u>Learning mentor—Emotional and Behavioural Support</u></b> To work with a range of children’s personal, social and emotional behaviours.</p>	<p>Increased confidence and self-esteem. Pupils happier at school and at home, more able to access learning. Learning mentor supports at lunchtime with social skills and interaction.</p>	<p>Cost: £1105</p> <p>Full Salary: £26,667</p>	<p>18/49 = 37%</p>
<p><b><u>Attendance Officer</u></b> Children with poor attendance are identified quickly and support is put in place for the child and the family.</p>	<p>Increased attendance leading to improved academic achievement.</p>	<p>Cost: £1423</p>	<p>49/49 = 100%</p>
<p><b><u>Attendance Initiatives.</u></b> To encourage attendance to school with termly rewards and events.</p>	<p>More access to learning, consistent teaching and progress.</p>	<p>Cost: £200</p>	<p>49/49 – 100%</p>
<p><b><u>Behavioural Awards</u></b> Weekly Golden time, Golden tickets are given for good behaviour and good attitudes towards learning. Weekly LILS awards/ celebration assemblies.</p>	<p>Children making positive choices towards all their behaviours throughout the day.</p>	<p>Cost: £500</p>	<p>49/49 -100%</p>

**EYFS**

	2016/17		2017/18	
	Disadvantage	Other	Disadvantage	Non-Disadvantage
<b>Lawfield Primary Actual</b>	83%	59%	38% (8)	59% (46)
<b>National %</b>	56 %	73%		
	A higher percentage of disadvantage children at Lawfield attained GLD compared to National disadvantaged and Other.			

**Year 1 Phonics**

	2017		2018	
	Disadvantage	Other	Disadvantage	Non-Disadvantage
<b>Lawfield Primary Actual</b>	40%	87%	100% (8)	72 % (36)
<b>National %</b>	70 %	84%		





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

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

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 reading attainment and progress. PP children's reading improves in line with Non PP pupils in school and nationally. 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 intervention within Reading (Rising Stars). PP children in EYFS to receive NELI. Flash marking and instant feedback within lessons. Implement the SIP priorities 2 and 4. Entry, Autumn, Spring & Summer data to be entered into GR book by TA. Sticker on PP pupil's book.	EEF Tool Kit TA reading intervention +3 Early Years NELI +6 Reading comprehension strategies +6 Phonics +4 Feedback +8	Observation OTrack data PP Progress meetings Meetings with TA's	End of Autumn Term End of Spring Term End of Summer Term
Improvement in pupil's attainment and progress in writing and SPaG.  PP children's Writing and SPaG improves in line with Non PP pupils in school and nationally.  All Staff to know who the PP pupils are in their class.	Pupils in Years 1 to 6 receive focus intervention within writing and SPaG. Flash marking and instant feedback within lessons. Implement the SIP priorities 3 and 4. Entry, Autumn, Spring & Summer data to be entered into Writing book by TA. Sticker on PP pupils' book.	EEF Tool Kit TA writing and SPaG intervention +3 Early Years NELI +6 Phonics +4 Feedback +8	Observation OTrack data PP Progress meetings Meetings with TA's	End of Autumn Term End of Spring Term End of Summer Term
Improvement in pupil's attainment and progress in maths.  PP children's Maths improves in line with Non PP pupils in school and nationally.	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.  Implement the SIP priorities 3 and 4.	EEF Tool Kit TA maths intervention +3 Feedback +8	Observation OTrack data PP Progress meetings Meetings with TA's	End of Autumn Term End of Spring Term End of Summer Term

All Staff to know who the PP pupils are in their class.	Entry, Autumn, Spring & Summer data to be entered into Maths book by TA. Sticker on PP pupil's book.			
Continue to encourage parents to engage with their children's learning.	Parents invited to attend reading/story session weekly in EYFS/KS1. Pupils and parents have access to high quality dual language books. Half termly parental workshops to develop parents' knowledge and understanding of RWM. Topic based homework projects and termly work celebration event to engage parents in their children's learning. Half termly coffee mornings. Individual meetings with PP parents to discuss barriers to learning and how school could support at home.	EEF Tool Kit Parental Engagement +3 Homework +2	Feedback from parents Well organised and advertised events	Parental questionnaire

### 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 premium children achieve in line with Non Pupil Premium children in school and nationally.</p> <p>PP children talk with enthusiasm about their academic future.</p> <p>To increase self-esteem, life experiences and raise aspirations.</p> <p>Pupils to attend extra-curricular activities within school.</p>	<p>Assemblies and lessons to share with pupils purposeful learning and how it can lead to a desired career.</p> <p>Pupils inspired by visitors who talk about their jobs/careers.</p> <p>Meetings with PP children will focus on how they feel about their future and areas of the curriculum they are strong at.</p> <p>Hold aspirations week to broaden children's horizons and aspirations.</p> <p>Pupils to have opportunities to experience a range of workshops/ trips throughout the year.</p> <p>PP children are encouraged and prioritised to attend extra-curricular activities after school and during lunchtime.</p> <p>Subsidised trips and activities including Robin Wood</p>	<p>EEF Tool Kit Arts participation +2 Outdoor adventure Learning +4 Sports participation +2</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 are learning can lead to a job or University course they will enjoy.</p>	<p>Feedback from children on their learning and aspirations.</p> <p>OTrack data to ensure children are meeting targets and making progress.</p> <p>Feedback from staff in PP Progress meetings Meetings with TA's</p>	<p>End of Autumn Term End of Spring Term End of Summer Term</p>

**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>Individual meetings with PP parents to discuss barriers to learning and how school could support at home.</p> <p>PHSE lessons (Jigsaw PHSE) 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 using metacognition and self-regulation strategies.</p> <p>Learning Mentor to support lunchtime with social skills and interaction.</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.</p>	<p>EEF Toolkit Social and Emotional Learning +4 Parental involvement +3 Metacognition and Self-regulation +7</p> <p>To increase confidence and self-esteem of pupils and their families. Pupils can be happier at school and at home.</p> <p>Pupils more engaged leading to improved behaviour and attitudes to learning. Pupils making positive choices independently.</p>	<p>SLT to meet with Learning Mentor and Attendance officer.</p> <p>Attendance monitored half termly.</p> <p>Feedback from staff in PP Progress meetings</p> <p>Meetings with TA's</p> <p>Monitor Behaviour Charts.</p>	<p>End of Autumn Term End of Spring Term End of Summer Term</p>