



Lambton Primary School

Strategy Statement for Disadvantaged Children 2018-2019

1. Summary information Current Information 2018-2019					
School	Lambton Primary School				
Academic Year	2018/19	Total PP budget	waiting info	Date of most recent PP Review	Sept 18'
Total number of pupils	266	Number of pupils eligible for PP	waiting info	Date for next internal review of this strategy	Sept 19'

2. Attainment of Key Stage 1 and 2 from previous year (2017-2018)

	<i>KS1 PP Pupils (3)</i>	<i>KS1 Non PP Pupils (24)</i>	<i>KS2 PP Pupils (11)</i>	<i>KS2 Non PP Pupils (41)</i>
Reading	33.3%	79.2%	54.5%	80.5%
Writing	33.3%	75%	72.7%	87.8%
SPaG	%	%	72.7%	78%
Maths	0%	83.3%	27.3%	61%
RWM	33.3%	72%	18.2%	56%

2. EYFS Attainment

6 children (PP Pupils) = 16.7%
21 (Non PP Pupils) = 85.7%

2. Phonics Attainment

2 children (PP Pupils) = 100%
27 (Non PP Pupils) = 81%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

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| A. | A greater percentage of PP children present additional needs. |
| B. | The majority of disadvantaged children entering Early Years Foundation Stage do not meet age related expectations. |
| C. | A small number of disadvantaged children have had nurture support in specialist provisions to assist with social and emotional development. This can vary from part time to full time provision and often last upto 12 weeks. However can be more. |

External barriers		
D.	<p>Low attendance rates</p> <p>Limited life skills and experiences</p>	
4. Desired outcomes		Success criteria
A.	Continue to offer high quality interventions that are inclusive.	<ul style="list-style-type: none"> ● for teachers and TA to understand the needs of individual. ● for most children to work at age related expectation or above. ● for attainment gaps to become smaller.
B.	Close the gap between PP children and non PP children in Early Years and Year One.	<ul style="list-style-type: none"> ● for class teachers to have a clear understanding of gaps in learning and arrange intervention to meet the need. ● for most children to work at age related expectation or above. ● for attainment gaps to become smaller.

C.	To offer more nurture groups and facilities within school.	<ul style="list-style-type: none"> ● for weekly nurture groups to take place ● for weekly lunch times groups to take place. Base groups on social and emotional development in the playground along with dinner staff. ● for staff to continue to be Team Teach trained to enable situations to be de-escalated quickly and effectively. ● use 'Time to Talk' room in school.
D.	Promote good attendance.	<ul style="list-style-type: none"> ● for attendance to improve. ● for children and parents/carers to understand why it is important.
D.	Continue to offer a wide variety fun and educational experiences within school.	<ul style="list-style-type: none"> ● for children to gain experiences that will help them within their everyday lives ● for children to have fun and enjoy school ● for children to use within their learning

5. Planned expenditure

Academic year **2018-2019**

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 implementation?
A. More children to reach age related expectation and above in all key stages	Class teachers to plan and timetable interventions that are closely tailored to individual needs. Class teachers to plan for the needs of individuals within all lessons.	We want to ensure that the PP pupil at age related expectation at the end of each key stage. We want the gap between PP and non PP closes	Leadership Team and team leaders to monitor closely data and work of PP pupils. Use inset day to deliver training around interventions, subjects and policies.	Class teachers Team Leaders Deputy Head Headteacher	End of every term.
B. Close the gap between PP children and non PP children in Early Years and Year One.	Leadership Team to offer advice and support.	We want to ensure that all PP children continue to make good progress.	Continue to closely track and assess children at the start of the year and then every half term to closely monitor. Observe and monitor lessons.		

			Continue to offer training and model lesson though the year.		
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Total budgeted cost **Approx. - £13,000**

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 implementation?
A. More children to reach age related expectation and above in all key stages	1:1 and small group provision provided in and out of the classroom for the whole curriculum.	We want to ensure all PP pupils make good / outstanding progress and reach their full potential.	CPD for all staff. Advice and support available at all times.	Head Deputy Head	End of term and end of year data
B. Close the gap between PP children and non PP	support individual learners in the classroom using a range of resources and strategies	We want all PP children to feel confident and positive about their learning and progress.	Close monitoring of classroom practice, interventions, books and data. Mixture of interventions to	Team leaders Class Teachers	

<p>children in Early Years and Year One.</p>			<p>take place both in and out of the classroom.</p>		
<p>C. To offer more nurture groups and facilities within school.</p>	<p>TA allocated two afternoon sessions to support social and emotional development.</p> <p>ThreeTA's to work during lunch times on social and emotional development in the playground along with dinner staff.</p> <p>Some staff to continue to be Team Teach trained to enable</p> <p>Develop a space in school where children can go to discuss a problem or let of steam. Time to Talk room and Quad.</p> <p>Peer support service</p>	<p>We want children to feel that they are support throughout the school day.</p> <p>We want children to have options if they feel overwhelmed or upset.</p> <p>We want to ensure that all children know they are safe and listened to in school.</p> <p>We want to continue to develop a nurturing environment.</p>	<p>Monitoring and feedback from both adults and child.</p> <p>Staff training.</p> <p>Refurbishment of rooms and outdoor area.</p> <p>Pupil involvement.</p>	<p>Head</p> <p>Deputy Head</p> <p>Team leaders</p> <p>Class Teachers</p>	<p>End of term and end of year data</p>

	with Lambton Gym, Happy to Help volunteers and House team captains.				
Total budgeted cost					Approx. £30.000
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 implementation?
D. Promote good attendance.	Offer parental advice to support attendance Offer attractive rewards and incidences. Discuss with children the importance of attendance.	We want parents and carers to feel confident about supporting children. We want children to be proud of their achievements and show them off. We want children to understand the reasons behind rewards and why attendance is important.	Phones calls and parents/carers meetings. Meet the teacher meetings at the beginning of the year. Termly reminds to children and parents/carers. Weekly, termly and end of year rewards in the form of sticker, certificates and outings. Class discussions and discussions with individuals.	Head Deputy Head Subject Leaders Class Teachers Attendance officer	Weekly, termly and the end of the year.

Offer a wide variety of fun and educational experiences within school.	<p>Each class to have at least one outing or visitor per term.</p> <p>Use a range of resources to teach subjects: e.g. base writing on a film that the whole class have viewed at the cinema.</p> <p>Take part in outdoor learning.</p>	We want children to gain a range of experiences that they can use in their learning and social development.	<p>Planning will be closely monitored.</p> <p>Progress is tracked termly.</p> <p>Educational visits and visitors are monitored.</p>	<p>Head</p> <p>Deputy Head</p> <p>Subject Leaders</p> <p>Class Teachers</p>	
Total budgeted cost					Approx. £12,000

E. Review of expenditure				
Previous Academic Year		2017 – 2018		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost

<p>B. Continue to ensure that a higher rate of progress (especially in reading) between Key Stages for PP pupils.</p>	<p>Staff training on the teaching of reading CPD on assessment and making accurate judgements of reading</p>	<p>The introduction of Accelerated Reader and 'real' books is have a positive impact on the children's attitude to reading. This will therefore have a positive impact on attainment and progress in the future.</p>	<p>We have planned to take on Accelerated Maths as the reading was so successful. The children have thoroughly enjoyed this scheme and are now enthused about reading.</p>	<p>10,000</p>
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ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
<p>A. Continue to offer high quality teaching in reading and interventions that are inclusive. C. Improve reading progress and attainment at the end of Key Stage Two.</p>	<p>1:1 and small group provision provided in and out of the classroom for the teaching of reading. Ensure each child to receive high quality small group guided reading. Supply good quality books for home readers and</p>	<p>We have continued to have a more inclusive approach to interventions, where all children are catered for within the classroom. Majority of PP Pupils have made expected or above progress. The introduction of Accelerated Reader and 'real' books is have a positive impact on the children's attitude to reading. This will therefore have a positive impact on attainment and progress in the future.</p>	<p>Will continue with this approach. Teachers are thinking about gaps and progress of individuals and providing targeted tasks for all needs. There are still areas that need to be developed further and built upon; such as Maths. We will continue to work on this during the coming years and look at resources such as Accelerated Maths as the reading has worked well. Accelerated Reader has been a great success and we are looking forward to seeing the impact of the scheme.</p>	<p>60,000</p>

	guided reading.			
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iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
D. Continue to offer a wide range of educational visits and experiences.	<p>Each class to arrange ½ termly visits or have visitors in.</p> <p>Work with Oxclose Academy to ensure a wide variety of sports activities or on offer</p> <p>Sports coaches from Championships to continue offering</p>	<p>Children gained many experiences that they could talk about and share in their work. For example; one family had never been to the cinema to see a film because of a class visit, they were able to write about their experience in English.</p> <p>Visits and visitors have a huge impact on the children’s understanding of topics. Year 4 explore the different mediums of a book by reading the book, watching the film and going to</p>	<p>We want children to take part in different experiences and feel confident about taking on new challenges.</p> <p>We want children to have a wealth of knowledge that can be used in their learning and understanding of the world around them.</p> <p>We want children to embrace life and enjoy learning about new things.</p>	2,000

	<p>afterschool activities.</p> <p>School staff to offer a range of after-school activities.</p>	<p>the theatre show.</p>		
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