

1. Summary information Current Information 2017-2018					
School	Lambton Primary School				
Academic Year	2017/18	Total PP budget	£71.840	Date of most recent PP Review	Sept 17'
Total number of pupils	266	Number of pupils eligible for PP	51	Date for next internal review of this	Sept 18'

2. Attainment of Key Stage 1 and 2 from 2017				
	KS1 PP Pupils (4)	KS1 Non PP Pupils (26)	KS2 PP Pupils (11)	KS2 Non PP Pupils (21)
Reading	75 %	77 %	80 %	72 %
Writing	75 %	77 %	90 %	78 %
SPaG	N/A	N/A	90 %	78 %
Maths	75 %	75 %	90 %	76 %
RWM			70 %	60 %

2a. (Self-Evaluation) – Achievement of Pupils at end of 2017

EYFS School Disadvantaged vs National 'Other' (Not Disadvantaged)

9 % of pupils are Disadvantaged - 3 pupils (0 boys and 3 girls).

33 % of Disadvantaged pupils achieved the GLD. Nationally, 72 % of non-Disadvantaged pupils achieved the GLD. Therefore, there is an achievement gap of 39 %. National Disadvantaged is 54 %. Disadvantaged pupils are below Disadvantaged pupils Nationally.

Y1 Phonics School Disadvantaged vs National 'Other' (Not Disadvantaged)

10 % of pupils are Disadvantaged - 3 pupils (1 boys and 2 girls).

33% of Disadvantaged pupils achieved the standard compared to 83% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 50%. National Disadvantaged is 69%. Disadvantaged pupils are below Disadvantaged pupils Nationally.

KS1 Reading School Disadvantaged vs National 'Other' (Not Disadvantaged)

13% of pupils are Disadvantaged - 4 pupils (2 boys and 2 girls).

75% of Disadvantaged pupils achieved the expected standard compared to 77% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 2%. National Disadvantaged is 60%. **The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.**

KS1 Writing School Disadvantaged vs National 'Other' (Not Disadvantaged)

13% of pupils are Disadvantaged - 4 pupils (2 boys and 2 girls).

75% of Disadvantaged pupils achieved the expected standard compared to 68% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 7%. National Disadvantaged is 50%. **The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.**

KS1 Maths School Disadvantaged vs National 'Other' (Not Disadvantaged)

13% of pupils are Disadvantaged - 4 pupils (2 boys and 2 girls).

75% of Disadvantaged pupils achieved the expected standard compared to 75% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 0%. National Disadvantaged is 58%. **The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.**

KS2 RWM combined (EXP) School Disadvantaged vs National 'Other' (Not Disadvantaged)

37% of pupils are Disadvantaged - 10 pupils (6 boys and 4 girls).

70% of Disadvantaged pupils achieved the expected standard compared to 60% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 10%. National Disadvantaged is 39%. **The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.**

KS2 Reading School Disadvantaged vs National 'Other' (Not Disadvantaged)

37% of pupils are Disadvantaged - 10 pupils (6 boys and 4 girls).

80% of Disadvantaged pupils achieved the expected standard compared to 72% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 8%. National Disadvantaged is 53%. **The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.**

KS2 Writing School Disadvantaged vs National 'Other' (Not Disadvantaged)

37% of pupils are Disadvantaged - 10 pupils (6 boys and 4 girls).

80% of Disadvantaged pupils achieved the expected standard compared to 79% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 1%. National Disadvantaged is 54%. **The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.**

KS2 SpaG School Disadvantaged vs National 'Other' (Not Disadvantaged)

37% of pupils are Disadvantaged - 10 pupils (6 boys and 4 girls).

90% of Disadvantaged pupils achieved the expected standard compared to 78% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 12%. National Disadvantaged is 61%. **The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.**

Maths School Disadvantaged vs National 'Other' (Not Disadvantaged)

37% of pupils are Disadvantaged - 10 pupils (6 boys and 4 girls).

90% of Disadvantaged pupils achieved the expected standard compared to 76% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 14%. National Disadvantaged is 58%. **The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.**

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

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

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| A. | High percentage of children are reluctant readers and do not read for pleasure |
| B. | Majority of PP pupils continue to perform below ARE on entry to school creating a large gap to close. |
| C. | Lack of confidence and attitude to learning results in children believing that they cannot achieve. |

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

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| D. | Some children have a limited range of life skills and experiences. |
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4. Desired outcomes *(Desired outcomes and how they will be measured)*

Success criteria

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|----|---|---|
| A. | Continue to offer high quality teaching in reading and interventions that are inclusive. | <ul style="list-style-type: none"> • Class teachers to understand the needs of individual and plan accordingly. • Class teachers to plan and timetable high quality intervention. • Leadership Team to monitor closely data and work of PP pupils. • Leadership Team to offer advice and support. |
| B. | Continue to ensure that a higher rate of progress (especially in reading) between Key Stages for PP pupils. | <ul style="list-style-type: none"> • All staff to have a clear understanding of gaps in learning and arrange intervention to meet the need. • Leadership Team to closely track progress as well at attainment. • Use new GAPs and AC tracking. |

<p>C.</p>	<p>Improve reading progress and attainment at the end of Key Stage Two.</p>	<ul style="list-style-type: none"> • Guided reading to take place first thing every morning. • More free readers for older children. • SS and CS to take part in Empowering Literacy – Focus reading. • English lessons to include one or more reading sessions per week. • Use others resources such as iPads, movies etc. to promote reading. • Ensure all children have skills needed to help complete test. Termly test complete by all year groups and ½ termly by Year 6 and 2.
<p>D.</p>	<p>Offer a wide range of educational visits and experiences.</p>	<ul style="list-style-type: none"> • Plan a range of visits. • Children to take part in sporting events. • Plan visitors into school. • Build curriculum around children’s knowledge and likes.

5. Planned expenditure

Academic year 2017-2018

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?
B. Continue to ensure that a higher rate of progress (especially in reading) between Key Stages for PP pupils.	Staff training on the teaching of reading CPD on assessment and making accurate judgements of reading	We want to ensure that the PP pupil are fluent and confident readers by the end of Key Stage One and have a very good understanding of what is being read by the end of Key Stage Two We want to ensure that PP pupil can achieve high attainment as well as meeting expected standard and progress is good/outstanding.	Use inset day to deliver training. Arrange a workshop for parents. Assess children at the start of the year and then every half term to closely monitor. Observe and monitor lessons. Offer training and model lesson though the year. Lessons from training embedded in school.	English lead Key Stage Leads Deputy Head	On-going throughout the Year - data is tracked termly.
Total budgeted cost					Approx. - £10,000
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?

<p>A. Continue to offer high quality teaching in reading and interventions that are inclusive.</p> <p>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.</p> <p>Ensure each child to receive high quality small group guided reading.</p> <p>Supply good quality books for home readers and guided reading.</p>	<p>We want to provide extra support to ensure all PP pupils make good / outstanding progress and their full potential.</p> <p>We want all children to receive high quality guided reading sessions weekly.</p> <p>We want children who need support to receive this either in a small group or 1:1 in addition to weekly guided reading sessions.</p> <p>We want to see an impact on end of Key Stage data.</p> <p>We want all classes to have support staff or extra support working in the class every morning.</p>	<p>CPD for all staff</p> <p>Close monitoring of reading files, planning, testing interventions, and data.</p> <p>Mixture of interventions to take place both in and out of the classroom.</p>	<p>Deputy Head</p> <p>Key Stage leaders</p> <p>Class Teachers</p>	<p>On-going throughout the Year – attainment and progress is tracked every ½ term for Year 6 and 2 and termly for other classes.</p>
Total budgeted cost					Approx. £60.000
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?

<p>D. Offer a wide range of educational visits and experiences.</p>	<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 after-school activities.</p> <p>School staff to offer a range of after-school activities.</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>	<p>Teachers plan visits or visitors that enhance the curriculum. This is tracked and monitored.</p> <p>Continue links with Oxclose Sports department.</p> <p>Continue links with Championship sports</p> <p>Monitor after-school clubs run by teachers. Looking at year groups it is offered to and children taking up places.</p>	<p>Subject Leaders</p> <p>Team Leaders</p> <p>Class Teachers</p> <p>Deputy Head</p> <p>Head teacher</p>	
Total budgeted cost					Approx. £20,000

E. Review of expenditure

Previous Academic Year

2016 - 2017

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
Higher rate of progress between Key Stages for PP pupils.	Staff training on Phonics teaching CPD on providing challenging lesson and interventions.	In all areas the End of Key Stage data was better than the previous year. The majority of disadvantaged groups did better or worked in line with non-disadvantaged groups in KS1 and KS2	Phonics School = 33% National = 69% Out of 3 children only 1 achieved expected standard. Although this looks like a downward trend we would still continue with Phonics as it is in school as the 2 children who did not achieve are also SEND and receive other interventions to continue to support. Progress of the 2 children is very closely tracked. Use of TIPPs and now GAPs is invaluable. All staff has a very clear picture of the attainment and progress of all individuals in their class. This is highlighted during Pupil Progress meetings. Assessment and tracking to continue termly and ½ termly to end	10,000

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
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<p>Offer high quality interventions that are inclusive.</p>	<p>1:1 and small group provision provided in and out of the classroom for the whole curriculum.</p>	<p>We provided extra support to ensure all PP pupils make good / outstanding progress and their full potential.</p> <p>The majority of disadvantaged groups did better or worked in line with non-disadvantaged groups in KS1 and KS2</p>	<p>Continue to work to the strengths of teaching staff and TA's</p> <p>Interventions to stay the same – revisit if needed.</p> <p>Continue to reflect upon and work with link schools to share good practice.</p>	<p>50,000</p>
<p>Improve behaviour and attitude of small number of PP pupils.</p>	<p>1:1 and small group provision provided in and out of the classroom.</p> <p>Support from Behaviour Unit</p> <p>Write clear concise plan for PP pupils with behaviour issues</p>	<p>Majority of children have positive approaches and attitudes to learning and also understand that they are responsible for their own actions.</p> <p>4 members of staff have been Team Teach trained.</p> <p>Outstanding OFSTED report (July 2017) commented on the impeccable behaviour of all the children in school.</p> <p>All staff are very clear about what to do if a children demonstrates challenging behaviour. The policy is followed very closely by all staff.</p>	<p>All staff to be trained with the Team Teach Team – focus on de-escalation strategies.</p> <p>Changes to loss of Golden Time. Parents continue to receive the yellow/red letters. This is followed up with Yellow/ Red report cards.</p>	<p>4,000</p>

Support those PP pupils in school who lack support from home.	1:1 and small group provision provided in and out of the classroom for the whole curriculum.	All children to have the same opportunities within school and we have ensured that visits and visitors are taking place times several every term.	Continue to plan and arrange exciting visits and visitors as well as panto visits for whole school and cinema visits to enhance the English curriculum.	
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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
D. Support those PP pupils in school who lack support from home.	Offer parental workshop covering a range of curriculum support.	Some parents and carers feel more confident about supporting children at home. Parents are also up to date about changes in the curriculum and how we teach subjects such as Phonics and Maths.	We don't always get in the parents that we feel would benefit from the workshops we offer. This is due to many reasons such as work commitments, childcare issues or not feeling confident about being in school. Therefore we make sure any PowerPoints from workshops or meeting are uploaded on to the school website. This will continue.	
C. Improve behaviour and attitude of small number of PP pupils.	Offer advice to parents/carers through regular meeting. Share learning plans and strategies used in school.	Majority of children to have a positive attitude to learning. With a small number being supported to manage emotions and develop strategies to help them become confident and independent.	All staff must be working together on this. Following our behaviour policy and refining when needed is having a positive impact. Staff are very clear of steps that need to taken if an issue with behaviour arises.	

