

**Ladygrove Park Primary School - September 2018**  
**PUPIL PREMIUM REPORT**

The Government introduced the Pupil Premium Grant in April 2011. This grant, which is additional to main school funding, is seen by the government as the best way to address the current underlying inequalities between those eligible for the Pupil Premium Fund and the Services Child Fund and their peers. It is designed to ensure that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium is allocated to schools and is clearly identifiable. Schools can decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils.

At Ladygrove Primary School we support all our pupils by providing high quality classroom teaching supplemented by interventions to support vulnerable learners when required. The School Leadership Team and Governing Body monitor the impact of all spending and interventions including the Pupil Premium.

The numbers of pupils eligible for Pupil Premium for the academic year 2017-8 was 24 which is 6% of the school.

<b>2017-18 Allocation: £32,280</b>		
<b>Support</b>	<b>% allocation</b>	<b>£</b>
<b>Teaching / supply budget</b> Permanent Inclusion Manager Specialist maths teacher Tuition and booster groups Specialist sports coach	36%	<b><u>£11,581</u></b>
<b>Support staff budget</b> Learning Mentor Teacher and TA-led interventions e.g. Numbers Counts and Read Write Inc.	37%	<b><u>£12,000</u></b>
<b>External Professional Services</b> Subscription to locality partnership service Educational psychology service ARCH – reading volunteer DEN placement	16%	<b><u>£5160</u></b>
<b>Funded place at breakfast / after-school club</b>	7%	<b><u>£2225</u></b>
<b>Resource budget</b> Read Write Inc. and resources Assisted funding of e.g. school uniform, learning aids, extra-curricular clubs, musical tuition, school trips, residential trips Access to study aids	4%	<b><u>£1314</u></b>

**Evaluation and Impact (2017-18)**

At Ladygrove Park Primary school we take an individual approach to each child in receipt of pupil premium. All teachers ensure support in class by providing high quality classroom teaching for children in receipt of pupil premium. A team including the class teacher, Learning Mentor, and Inclusion Manager meet regularly to review each child's attainment and progress data, and to discuss other evidence such as pupil voice questionnaires, parent meetings and intervention information. The child's individual action plan is evaluated and plans reviewed to ensure all barriers to learning are identified and actions put in place to ensure progress (both academic and pastoral). An external Pupil Premium review reported that "The school team has a shared vision for all pupils and an understanding of the need to secure accelerated progress for disadvantaged pupils across the school. The Inclusion Lead works closely with other members of the SLT to identify key areas for development and produces detailed tracking and monitoring documents to support this."

Personalised actions this year have included extra out of hours tuition, parental and pupil support from the Learning Mentor, small group phonics and maths teaching, an ARCH reading volunteer, music lessons, revision guides, a placement at local DEN group, financial support for trips and peer to peer reading among many others. An external Pupil Premium reviewer recognised that "A considerable percentage of the pupil premium grant is successfully being used to fund a Learning Mentor who provides a nurturing environment and interventions for the pupils and who liaises very effectively with parents to ensure issues such as attendance and behaviour are addressed immediately."

	Attainment			Progress			
	Maths	Reading	Writing	Maths	Reading	Writing	
<b>Nursery</b>	NA	NA	NA	NA	NA	NA	0
<b>FS</b>	66%	66%	66%	66%	66%	100%	3
<b>Year 1</b>	100%	66%	100%	100%	66%	100%	3
<b>Year 2*</b>	100%	66%	66%	100%	100%	100%	3
<b>Year 3</b>	75%	75%	75%	75%	75%	100%	4
<b>Year 4</b>	100%	100%	100%	100%	100%	100%*	4
<b>Year 5</b>	80%	80%	80%	80%	80%	80%	5
<b>Year 6*</b>	100%	100%	100%	-3.94	4.29	3.24	2

All data based on teacher assessment except \*Year 2 and Year 6 which is based on SATs results

In the key stage 2 SATs 100% of Year 6 of children in receipt of Pupil Premium fund (2 pupils) achieved the expected standard in all three key areas of Reading, Writing and Maths. This compares with a combined school result of 82% and National combined score of 64%. 100% of children in receipt of pupil premium achieved greater depth in Reading, 50% in writing, 50% in Maths and 100% in GPS. The average progress scores for children in receipt of the pupil premium fund for Reading was 4.29, Writing 3.24 and Maths 3.94. compared with the average progress score for the school which was Reading 0.1, Writing 1.8 and Maths 1.7. The progress these children made in emotional, conduct and learning behaviours was also significant. Special attention was paid to ensuring they made great gains in their life skills and ability to reflect on learning so that they will continue to succeed in the next stage of their education. An external pupil premium reviewer observed that " The school has a programme of enrichment activities which provide pupils with opportunities to develop character and life skills" A detailed transition was executed to secondary school and lines of communication between primary and secondary schools are still being utilized.

In Key Stage 1, 66% (2/3 pupils) of children in receipt of the Pupil Premium fund gained the combined expected standard of the curriculum in Reading, Writing and Maths. 100% of children in receipt of Pupil Premium fund achieved the expected standard in maths with 66% achieving the expected standard in Reading and Writing. However small group and 1:1 Read Write Inc sessions, small groups and pre-teaching, peer reading opportunities and Learning Mentor support saw 100% of children make expected progress throughout the year.

66%(2/3 children) of children in receipt of the Pupil Premium achieved the Year 1 phonics check pass mark. Small group teaching saw all children make significant progress throughout the year. One child of the three children, despite not achieving the pass mark, made excellent progress from a lower starting points, in line with those from similar starting points.

### **Actions for 2018-19**

The numbers of pupils currently eligible for the Pupil Premium fund for the academic year 2018-19 is 23 which is 5% of the school. The spending and action plan for this academic year reflect the needs of the current cohort of disadvantaged children and Ladygrove Park Primary School takes a tailor-made approach to address the needs of individual pupils. Some of these actions are as a result of recommendations made by an external pupil premium reviewer. Actions for this year include:

- ❖ Termly review meeting with ALL key personnel for each Pupil Premium child to discuss all key information including:
  - All data (attainment, progress, QCA, attendance) to be shown over time rather than as a yearly snapshot
- ❖ Continued investment in the provision to support poor literacy and numeracy skills:
  - continued investment in Read Write Inc. programme for reading and writing intervention in key stage 2 and phonics in the Foundation Stage and key stage 1
  - effective teaching of comprehension skills to small groups
  - continuing to develop different approaches to guided reading sessions
  - develop peer mentoring reading
  - continue to embed effective GPS teaching across the school
  - ensure children are given opportunities to write in different contexts
  - continued investment in small group maths interventions

- Further development of the Mastery Curriculum in maths so children develop deep and secure mathematical understanding:
  - development of children's fluency
  - development of children's Problem Solving
  - development of children's Reasoning
- fostering mathematical understanding of new concepts and methods to think and reason mathematically for themselves.
- Continuing to embed a 'Growth Mindset' Environment
- small group tuition of reading and maths in upper key stage 2.
- ❖ Increased investment in our School Learning Mentor to help identify and remove barriers to learning by:
  - engaging children in their learning – in-class support, home-school learning support, one-to-one.
  - engaging with families and parents – parent drop-in sessions, parenting courses, support and work with the children and parents in the home environment;
  - Further ELSA training for support staff
  - Increased small group or 1:1 ELSA work e.g. to build confidence, raise self-esteem, improve social interaction skills etc.
- ❖ Continue investment in breakfast club and afterschool club places
  - Attendance at this clubs has proven popular and supportive to parents and children in challenging situations providing a constant and child-friendly place to relax, with peers, before and after school.
- ❖ Permanent Inclusion Manager to ensure continued leadership on children in receipt of pupil premium fund
- ❖ Extra Parent/Teacher meeting for children in receipt of pupil premium fund who are not making expected progress and/or at age related expectations to agree home/school actions.
- ❖ Investments in small group experiences to improve children's confidence, self-esteem, literacy, listening and language skills.
  - Drama workshops
  - Charanga Music School Subscription
  - Small group author and other visitor workshops
- ❖ Continued investment in specialist sports coach
  - Increase awareness of sport and a healthy, active lifestyle for both children and parents
  - Continue 1to1 sports coaching for staff
  - Increase engagement in 'Get Active' Week
  - Opportunities to become a Playleader or Sports Captain
  - Investment in Activ8 equipment to promote daily PE opportunities
- ❖ Continued focus on SMSC to ensure mental health support and universal well-being.
  - Staff training on mental health concerns
  - Development of Chill Out Club resources and structure
  - Mindfulness assemblies and class time
  - Continued focus on PSHCE scheme to help children understand and manage feelings and behaviour and become more positive and nurturing in their relationships.

<b>C. 2018- 2019 Allocation: £31,860</b>		
<b>Support</b>	<b>% allocation</b>	<b>£</b>
<b>Teaching / supply budget</b>	24%	<b><u>£7770</u></b>
Permanent Inclusion Manager		
Booster groups		
Specialist sports coach		
<b>Support staff budget</b>	38%	<b><u>£12,120</u></b>
Learning Mentor		
Teacher and TA-led interventions e.g. Numbers Counts and Read Write Inc.		
<b>External Professional Services</b>	16%	<b><u>£4930</u></b>

Subscription to locality partnership service Educational psychology service Drama workshop		
<b>Funded place at breakfast / after-school club</b>	8%	<b><u>£2500</u></b>
<b>Resource budget</b> ReadWrite Inc and resources Assisted funding of e.g school uniform, learning aids, extra-curricular clubs, musical tuition, school trips, residential trips Access to study aids Charanga Music School subscription Author visit workshop Chrome books	11%	<b><u>£3440</u></b>
<b>Training</b> Maths training ELSA training	3%	<b><u>£1100</u></b>

**Date for next review of school's pupil premium strategy: September 2019**