

The Laurels Primary School Pupil Premium Strategy 2018-2019

1. Summary information

School	The Laurels Primary School			Date of most recent PP Review	09/18
Academic Year	2018/19	Total PP budget	£50160	Date for next internal review of this strategy	12/18
Total number of pupils	180	Number of pupils eligible for PP	40 (30% also SEN)	Number of pupils eligible for PP+	3

2. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils eligible for PP (national average)</i>	<i>Pupils not eligible for PP (national average)</i>
Number of children achieving GLD	100%	<i>nya</i>	<i>nya</i>
Number of children passing phonics screening check	75%	70%	82%
% making expected progress in reading (as measured in the school)	73%	64%	80%
% making expected progress in writing (as measured in the school)	60%	67%	83%
% making expected progress in mathematics (as measured in the school)	63%	64%	81%

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. | Improving access to quality first teaching |
| B. | Children have access to good quality feedback to move their learning on |
| C. | Low level behaviour |
| D. | Social, emotional and mental health needs |
| E. | Effective use of Teaching Assistants |

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

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|-----------|-----------------------------------|
| F. | School attendance and punctuality |
| G. | Impact of family circumstances |

H.	Access to a wide range of experiences	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	<p>The number of children on track in reading, writing and maths will increase. Progress in Key Stage 2 will be accelerated. Baseline data compared to end of year data shows good progress across the school. Gaps between disadvantaged and 'all others' are closing both internally and with national. Increased number of disadvantaged children working at GDS (more than 2).</p>	<ul style="list-style-type: none"> • Gaps less than 19pp in reading and maths scaled score of 100+ in KS2. • Gaps less than 20pp in GPS and RWM scaled score of 100+ in KS2. • Gaps less than 18pp at end of KS1. • Gaps less than 15pp at end of EYFS. • Gaps in learning are tracked and used to adapt planning and provision. • PP children are targeted for questioning. Blooms taxonomy is used to challenge and extend answers. • The majority of children access home learning materials e.g. Times tables rockstars
B.	<p>Feedback across the school is consistent and impacts on future learning. Children know how to move their learning on. Feedback provides opportunities for children to move their learning on and is observed in work scrutiny/lessons to be in-line with school policy. Peer and self-assessment is encouraged.</p>	<ul style="list-style-type: none"> • Feedback is specific, accurate and clear and produces improvements in learning.
C.	<p>Low level behaviour. Reviewed behaviour policy is embedded. Children earn rewards are used for positive contributions, good work and exceeding expectations (marble jar).</p>	<ul style="list-style-type: none"> • Decrease in incidents in behaviour log.
D.	<p>Children will be emotionally ready to learn. Children with SEMH and/or challenging behaviour are receiving appropriate support. Barriers to learning are removed for these children.</p>	<ul style="list-style-type: none"> • Children make good progress from their starting points. • Non-academic indicators e.g. Boxall Profile show improvement.
E.	<p>Teaching Assistants will be deployed effectively to improve attainment. TA's have a clear understanding of the concepts being taught, skills to be learned and and specific learning needs of the pupils. MITA survey at beginning and end of year supports ongoing evaluation of strengths and weaknesses.</p>	<ul style="list-style-type: none"> • Interactions are observed as effective. • Interventions are brief (<30 mins) have clear expectations and sessions are well-paced, well-resourced and timetabled to minimise time spent away from general class teaching. They have measureable impact on progress.
F.	<p>Attendance and punctuality will improve so children are in all lessons. Children are arriving on time and prepared for the school day ahead.</p>	<ul style="list-style-type: none"> • Attendance of PP eligible children will be 96%+

G.	Early identification of need will result in families accessing multi-agency support	<ul style="list-style-type: none"> Children's needs will be met quickly through Early Help support
H.	PP children will have opportunity to take part in enrichment activities/wider school life/learn an instrument. Measure % of children participating at beginning and end of year	<ul style="list-style-type: none"> 100% of children access enrichment activities.

5. Review of expenditure

Previous Academic Year

See Pupil Premium Strategy 2017-2018

6. Planned expenditure

Academic year

2018-2019

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Implement Accelerated Reader in KS1 and KS2	To close the attainment gap	EEF research shows 5 months additional progress made by children in receipt of PPG.	6 training sessions for a member of SLT, English Lead/Team & Library TA. Monitor impact on attainment	BC	04/19
Develop best use of Teaching Assistants	To accelerate progress and close the attainment gap.	EEF research suggests improving the use of your current TA workforce is more effective than recruiting more; poor TA deployment has a negative impact on attainment; effective TA deployment can have positive impact. Dynamic, coordinated partnerships lead to more progress.	Use MITA resources to survey staff and identify strengths and weaknesses. Joint TA and teacher CPD and personalised TA CPD.	HP	01/19
To provide access to Times Tables Rockstars	To improve arithmetic skills	EEF digital technology +4 months	Frequently monitor the progress/attainment of every PP child	BC	01/19
Support more able children by developing role of more able coordinator	To ensure these children are challenged in every lesson	To enable the more able disadvantaged children to reach their full potential	To identify and monitor the progress and attainment of more able disadvantaged children across the school. Book audits	TE	Termly

Improve attainment in KS2 through use of gap analysis	To deliver specific targeted interventions	Improved use of existing assessment information to tailor targeted support where it is needed. - Use additional staff expertise to enable high impact teaching beyond the core curriculum. -	KS2 leader to monitor impact of interventions. Half termly pupil progress meetings.	BC	Half termly
To provide targeted CPD by triangulating information from observations, books and data to develop quality first teaching	To raise standards and accelerate progress of children	The average student makes significantly greater progress as we improve the quality of teaching, but that this effect is magnified for pupils from disadvantaged backgrounds.(EEF)	Monitoring and evaluation activities. CPD evaluation	CB	Termly
To embed new Feedback policy consistently across the school.	To produce improvements in pupils' learning and raise standards	EEF – high quality feedback is integral to effective teaching, enabling teachers to address misconceptions and aim for improvements in pupils' learning. It adds +8 months progress.	Monitoring and evaluation Observation and drop-ins Work scrutiny (incl peer and self assessment) Pupil voice	BC	Termly
To embed new behaviour policy and rewards systems consistently across the school	To remove barriers to PP learning. To reduce distractions to peers.	EEF – targeted interventions matched to individuals specific needs or behavioural needs can be effective.	Learning walks Pupil voice Monitoring and evaluation Behaviour log	BC	Half termly

Total budgeted cost

12500

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To provide social skills, lego therapy and theraplay	To improve social and emotional well-being	SEL interventions have an average impact of +4 months additional progress on attainment (EEF)	Boxall profile, Leuven Scale	HP	Half termly data capture
To provide targeted counselling support	To improve well-being, attainment and behaviour	SEL interventions have an average impact of +4 months additional progress on attainment (EEF)	Improvement in Strength and Difficulties Questionnaire results	HP	Annual evaluation report
Provide magic breakfast	To encourage attendance/punctuality and provide nutritious breakfast	Offering a free breakfast improves attainment by an additional 2 months progress – IFS and National Children's Bureau	Monitor uptake and track children's progress.	AS	Termly
Provide maths intervention from third space learning.	To increase attainment	Small group tuition supports low attaining learners or those who are at risk of falling behind.	Half termly measure of impact of interventions.	SLT	Half termly

Attendance incentives including nudge texts, attendance letters, rewards, after school club.	To increase attendance so it is in-line with not disadvantaged at 96%+	Students who are in school make better progress.	Daily attendance monitoring activities.	AS	Half termly
Attendance TA to greet late arrivals and liaise with parents at the front door each morning.	To improve punctuality, recognise patterns in lateness and to provide support/solutions where	To work with children and families to identify solutions for lateness/absence	Number of children arriving late each day will decrease over the term.	VJ	Half-termly

Total budgeted cost 35660

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Fund residential visits	Enable pupils to access extra curricular trips	Children have the same enrichment opportunities as their peers	CB to contact parents	CB	Termly
Subsidise the costs of educational visits for eligible pupils	Supplement visits/visitors to enrich the curriculum	Children have the same enrichment opportunities as their peers	CB to contact parents	CB	Termly

Total budgeted cost 2000

7. Additional detail

In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged.

We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals.

We reserve the right to allocate the Pupil Premium funding to support pupils or groups of pupils the school has identified as being socially disadvantaged.

Both staff and Governors have considered the outcomes of national research and best practice when making decisions about Pupil Premium Grant spending. We have consulted external evidence sources such as the [Teaching and Learning Toolkit](#), the [NfER report](#) on supporting the attainment of disadvantaged pupils, [Ofsted's 2013 report](#) on the pupil premium and [Ofsted's 2014 report](#) on pupil premium progress.

We have also used data and tracking to analyse where achievement gaps exist within our school to target spending effectively and to strike a balance between effectiveness and value for money.

