

The Laurels Primary School Pupil Premium Strategy

(Action Plan for removing barriers 2017-2018)



Pupil Premium Grant allocation September 2017 – August 2018 £63,767.

Pupil Premium is funding additional to the main school budget. The funding is for two policies:

- [raising the attainment of disadvantaged pupils and closing the gap with their peers](#)
- [supporting children and young people with parents in the regular armed forces](#)

The Pupil Premium Grant Conditions state the Pupil Premium is allocated as follows:

- pupils known to be eligible for free school meals in any of the previous six years, £1320.
- looked after children and those who have been looked after, defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority, £1900.
- children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order, £1900
- families with parents in the armed forces in any of the previous five years, £300.

Schools have the freedom to spend the budget in a way they think will best support the raising of attainment for these pupils. We have utilised research from “Narrowing the Gap”, the Capita Pupil Premium conference, The Pupil Premium Guide, Sir John Dunford, Raise Online, attendance data and the Sutton Trust EEF toolkit to inform our decisions when allocating this money. We have taken an action research approach to ensure the initiatives we are introducing have a positive impact on the children’s well being and learning.

In making provision for the Pupil Premium 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.

Currently, 48 children are registered for the Pupil Premium. This number may fluctuate throughout the year.

Objectives and Barriers



Growing in Confidence – Learning to Succeed

Our aims are that the children at The Laurels Primary should:

- Be confident, happy, independent and resourceful individuals,
- Have the skills and knowledge to live safe, healthy and fulfilling lives,
- Be responsible citizens who make a positive contribution to the community and to society,
- Be successful learners who enjoy learning, are motivated, determined and achieve.

Our key objective is to use the Pupil Premium funding to 'diminish the difference' between attainment of groups of learners. Our vulnerable groups, who are at risk of not 'achieving well', are clearly and early identified. We treat all our children as individuals and have robust systems in place to identify personalised need and support.

Through targeted support we work to remove barriers to learning and progress. Our aim for all children is that they make reach their age appropriate expectations or more! Those more able (AMA) children who receive the Pupil Premium are expected to continue exceeding expectations whilst experiencing enrichment activities/experiences in line with their peers.

Attainment

The Laurels	Pupils eligible for PP (41)	Pupils not eligible for PP (140)	Pupils eligible for FSM (27)	Pupils not eligible for FSM (154)
% achieving age related expectations in reading, writing and maths	21 (51%)	97 (69%)	14 (52%)	104 (68%)
% achieving age related expectations in reading	29 (71%)	117 (84%)	19 (70%)	126 (82%)
% achieving age related expectations in writing	24 (59%)	104 (74%)	16 (59%)	111 (72%)
% achieving age related expectations in maths	26 (63%)	112 (80%)	18 (67%)	114 (74%)

Test gaps compared to National All Others

Green = gap less than national

Pink = gap wider than national

Year group	Cohort size	Attainment measure				
		Literacy	Maths	GLD	APS	
Reception vs national all others	4/30	+41.5%	+34.9%	+26.4%	-0.7	
Phonics score vs national all others	5/30	Working At -4.7%				
Key Stage 1	9/30	Reading -0.8%	Writing -17.9%	Maths -1.6%	Science -7.9%	RWM -13.4%
Key Stage 2 tests	5/17 (1 pupil = 6%)	Reading -19.2%	Writing -2.1%	Maths -19.7%	GPS -21.5%	RWM -29.2%
Scaled score of 100+		+8.3%	-2.9%	-27%	+1.8%	-11.8%
Average scaled score						

*Key Stage 2 class size is 17. 1 pupil is 6%

Some of the Common barriers for disadvantaged children at The Laurels Primary School:

Internal barriers	Examples of solution
<i>Children receive less support from home than others</i>	Intervention groups are set up, quality first teaching and individual support. Curriculum events for parent/carers to enable them to provide support at home.
<i>Weak oral language and communication skills</i>	Additional reading groups, modelling Children work with teachers on school trips (modelled language and vocab)
<i>Low attainment on entry (Baseline) in YR</i>	Quality first teaching with planning based on data interrogation.
<i>Children who find it difficult to fall within the expected behaviour standards</i>	Modified behaviour plans, nurture groups.
External barriers	Examples of solution
<i>Mobility – children who begin school after the YR start date</i>	Early assessments result in rapid identification of any needs and support as appropriate.
<i>Low aspirations</i>	Experiences that raise expectations –Museum and Library visits, Art experiences. Adults/visitors that inspire. Relate skills to real life (jobs)
<i>Attendance and punctuality</i>	Regular monitoring, incentives and rewards for improvement.
<i>Children who live in a household with Mental Health issues</i>	CPD for staff support children.
<i>Social, emotional and behavioural challenges.</i>	1:1 support, talking time, nurture groups, worry box

Shared Core Purpose

- All staff take responsibility for all children. Pupil Premium children are carefully tracked to ensure that they are making accelerated progress and are in line to meet at least age related expectations.
- Quality First Teaching – PP children receive targeted teaching, challenge and support.

- Children who show natural talents are encouraged to explore this. We provide clubs and instructors, enrichment activities and experiences.
- Intervention groups are set up to ensure that children have scaffolding to succeed.
- Parent partnership – we work hard to form positive and collaborative relationships with parent/carers
- Attendance – we track attendance every 6 weeks and inform/meet parents to encourage better attendance.
- Pupil Premium children receive RAGged letters (Red, Amber, Green). We celebrate and reward improved attendance. Families are set realistic personalised targets so that better habits can be formed
- CPD for staff – Staff receive CPD so that they can understand barriers and have training to remove these barriers. The staff work supportively by sharing expertise and knowledge.

Range of Activities/Experiences

Pupil Premium children experience a range of activities. These are matched to individual need – not one size fits all! These may include:

- After School Clubs – range of clubs from Football, Art, French, Wild Club, Music, Snooker
- Breakfast Club – to improve attendance
- Transitions – extra transition sessions to build confidence and a sense of belonging and engagement
- Quality First Teaching – teaching that targets gaps in learning as result of using a gap analysis
- Intervention groups – support/extension groups
- Free uniform when families sign up
- Female sports coaches to act as role models – rugby, dance, gym
- Male sports coaches to inspire and motivate – Football coaches read with PP boys
- Monitors, prefects and school council roles – give children the opportunity to use their voice and express their opinions
- Class assemblies, theatre and Panto visits – give children experiences of speaking and listening

Key objective 1 (academic): To improve PP attainment and school exit data

Rationale:

- Quality of teaching and learning counts most. Schools that create the best outcomes for pupils, recruit, train and retain great teachers and support staff. They adhere to model practice in the use of professional development. (A Guide to the Pupil Premium')
- Pupils taught in small groups make on average four months additional progress when compared with larger groups or whole class teaching. (EEF toolkit)
- 'Clearly the greatest risks in terms of poor long-term outcomes attach to those with the lowest attainment, but research also shows that disadvantaged pupils who achieve highly early on in school tend to achieve less by the end of their education than other, similarly talented pupils.' (Social Mobility and Child Poverty Commission, High attaining pupils from disadvantaged backgrounds, 2014.)

When	Responsible	Initiative/Intervention	Cost	Activity/Evaluation
Ongoing	All teaching staff	<ul style="list-style-type: none"> • To ensure quality first teaching in all classrooms through: <ul style="list-style-type: none"> ○ targeted CPD ○ INSET ○ performance support ○ developing an inclusive classroom • To ensure accurate and robust assessment through moderation of KS1 and KS2 tests/Assessment Frameworks/Teacher Assessments and Early Years Outcomes. • Increasing understanding of what works when 'closing the gaps'. • To continue developing the mastery curriculum (+5 months) • Developing PP leadership. 	£8000	<ul style="list-style-type: none"> • 2 sessions of CPD from Durrington Research school to raise standards of T&L. All teachers evidenced impact on pupils' learning. • Staff trained to analyse and track own gap data and compare to national benchmarks. • PP profile and strategies raised across school through CPD, bulletin, progress meetings, PP register. • Use gap analysis on Target Tracker to plan specific, targeted interventions.

Key objective 2 (academic): To accelerate progress and reduce gaps

Rationale: From the EEF Toolkit: Pupils taught in small groups make on average four months additional progress when compared with larger groups or whole class teaching. If at Key Stage 1 a child achieves level 2 in Reading, Writing and Maths, 45% of them go onto achieve 5 A-C grades in English and Maths which is considerably higher than if they only achieved a level 2 in one of the subjects (between 8-11%)(from The Pupil Premium: Making it work in your school. Oxford school improvement).

When	Responsible	Initiative/Intervention	Cost	Activity/Evaluation
Half termly	PP Lead/ SLT	<ul style="list-style-type: none"> • To review PP data half termly to evaluate effectiveness of PP strategies. • To meet with intervention teachers to evaluate support and to replace less effective strategies with more effective ones. (Children should be making accelerated progress). • To provide CPD on disadvantage to secure high ambition for these children and to share strategies for daily use in the classroom. • Pupil Attainment Meetings with SLT member, class teacher and TA to discuss progress of PP children specifically. • Introduction of Target Tracker will analyse specific gaps in learning for core subjects and provide starting points for interventions. • ‘Diminishing the difference’ targets for all teaching staff as part of appraisal process. • Share strategies for accelerating progress of PP children in the classroom as part of INSET/staff meetings/staff bulletin. • Whole school gaps to be shared with all staff 	£7500	<ul style="list-style-type: none"> • SENCO, Key Stage Leaders and HT reviewed progress and attainment at pupil progress meetings. Interventions changed and replaced. • Teachers identifying specific gaps in learning/skills progression and adapting provision in response. • Teachers understand strategies for narrowing the gaps, compared their own to national benchmarks and targeted these as part of appraisal process. • Strategies for PP shared in staff bulletin and observed in teaching.

Progress and attainment reviewed half termly	Reception CW/KS/JS	To accelerate progress and attainment across the specific areas of learning. <ul style="list-style-type: none"> Nurture groups and additional reading for PP children who attain low in baseline for prime areas (setting strong foundations for the specific areas of learning) 	Interventions: £24,500	<u>Summer Term</u> All 5 children at ARE – FSM and PP gaps are less than national. GLD gap reduced from 50% to +28%. Better than national.
Progress and attainment reviewed half termly	Year 1	To accelerate reading, writing and maths progress in Year 1 for lower attaining PP. <ul style="list-style-type: none"> Handskills Jump Ahead Phonics Maths Use gap analysis to inform quality first teaching Feedback to PP children first		<u>Summer Term</u> Disadvantaged gap less than national in phonics score – 13.5%
Progress and attainment reviewed half termly	Year 2	To accelerate progress and raise attainment in reading, writing and maths. <ul style="list-style-type: none"> Handskills Jump Ahead Phonics Maths Use gap analysis to inform quality first teaching Feedback to PP children first		<ul style="list-style-type: none"> In reading 7 out of 9 disadvantaged children are on track and 6 are securely on track for EXS. In writing, 7 out of 9 disadvantaged children are on track and 3 are securely on track. In maths, 6 out of 9 disadvantaged children are on track and 3 are securely on track. 1 child is on track for GDS in reading and 0 children are on track for writing and maths. <u>Summer Term</u> Reading +6.3% Writing 6.3 % Maths 3.2% All disadvantaged gaps less than national in reading, writing, maths and RWM combined.

Progress and attainment reviewed half termly	Year 3	<p>To accelerate progress and raise attainment in reading, writing and maths.</p> <ul style="list-style-type: none"> • Reading Recovery • Handskills • Jump Ahead • Phonics <p>Use gap analysis to inform quality first teaching Feedback to PP children first</p>		<ul style="list-style-type: none"> • In reading and maths 4 out of 7 PP children are on track and 2 are securely on track for EXS. • In writing, 5 out of 7 PP children are on track and 1 is securely on track. <p><u>Summer Term Gaps</u></p> <p>Reading +9.6% Writing 7% Maths 7.9%</p> <p>Gaps better than national</p>
Progress and attainment reviewed half termly	Year 4	<p>To accelerate progress and raise attainment in reading, writing and maths.</p> <ul style="list-style-type: none"> • Reading Recovery • Handskills • Jump Ahead • Maths intervention <p>Use gap analysis to inform quality first teaching Feedback to PP children first</p>		<ul style="list-style-type: none"> • In reading, writing and maths 2 out of 3 PP children are on track and all 3 are securely on track for EXS. • 3 PP children are on track and 2 are securely on track to achieve EXS in reading, writing, maths combined (RWM). <p><u>Summer Term Gaps</u></p> <p>Reading 4.8% Writing 9.5% Maths 19%</p> <p>English gaps better than national and maths in-line with national</p>
Progress and attainment reviewed half termly	Year 5	<p>To accelerate progress and raise attainment in reading, writing and maths.</p> <ul style="list-style-type: none"> • Reading Recovery • Every Child a Writer • Every Child Counts • Phonics • Handskills • Jump Ahead • Use gap analysis to inform quality first teaching • Feedback to PP children first • Maths masterclass after school for the more able. 		<ul style="list-style-type: none"> • In reading, 4 out of 8 PP children are on track and 3 are securely on track for the expected standard (EXS). • In writing, 3 out of 8 PP children are on track and 2 are securely on track for EXS> • In maths, 3 out of 8 PP children are on track and 3 are securely on track for EXS. • 3 PP children are on track and 2 are securely on track to achieve the EXS in reading, writing, maths combined (RWM). <p><u>Summer Term</u></p> <p>Gaps wider than national. 36% of eligible pupils were also SEN.</p>

<p>Progress and attainment reviewed half termly</p>	<p>Year 6</p>	<p>To accelerate progress and raise attainment in reading, writing and maths.</p> <ul style="list-style-type: none"> • Reading Recovery • Maths masterclass after school for the more able. • Trainee teacher for same day interventions • Use gap analysis to inform quality first teaching • Feedback to PP children first 	<ul style="list-style-type: none"> • In reading and writing, 4 out of 5 PP children are on track and 2 are securely on track for the expected standard (EXS). • In maths, 4 out of 5 PP children are on track and 3 are securely on track for EXS. 1 child is on track for GDS. • 2 PP children are on track to achieve the EXS in reading, writing, maths combined (RWM). <p><u>Summer Term Teacher Assessment</u></p> <p>Reading 6.7% Writing +13.4% Maths 23.3%</p>
-----------------------------------------------------	----------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key objective 3 (wellbeing): To improve attendance and engagement with families

Rationale:

- If children are below 95% attendance, they are missing out on quality first teaching.
- Research shows that at least 25% of eligible families in West Sussex may not be signed up.
- Parents and families have the most direct and lasting impact on children's learning and development of social competence. When parents are involved, students achieve more, exhibit more positive attitudes and behavior, and feel more comfortable in new settings. Early childhood providers need to reach out to families in order to build the kind of relationships that engage them as active partners early in their children's education (National Dropout Prevention Center/Network, 2003).

When	Responsible	Initiative/Intervention	Cost	Activity/Evaluation
Ongoing	SLT	<ul style="list-style-type: none"> • Share attendance flyer – impact of reduced attendance and lateness • Rapidly analyse attendance, recognising persistent offenders/groups of learners using Attendance Analysis software. • To invite children to attend breakfast club and/or after-school clubs, on a half termly basis to improve attendance/lateness. i.e. Children with 95% attendance will be rewarded with a free after school club. • Letter sent home to individual families to celebrate success of increased attendance and to encourage better attendance. • Letter sent home to families to indicate attendance as red, amber, green. Discussions with parents re: lates and absences. Support offered e.g. breakfast club • SENCO expanded role to Inclusion Manger to work closely with families and remove barriers to learning by working with families and external agencies. 	£22000	<ul style="list-style-type: none"> • PP attendance continues to be a focus at 92.10% (taking both children on part time timetables out would make attendance 93.25% for this group).
By October census	SLT	<ul style="list-style-type: none"> • To ensure all possible eligible families are signed up for the Pupil Premium. • All Reception parents asked to fill in an eligibility form. • School jumper with logo, book bag and water bottle for those who are eligible. 	£75	<ul style="list-style-type: none"> • Inclination to register for PPG improved.

Key objective 4 (enrichment and engagement): To develop personal qualities and extend opportunities, giving aspirations to PP children.

Rationale: From EEF toolkit: Outdoor adventure learning interventions consistently show positive benefits on academic learning and wider outcomes such as self confidence. On average, children who take part in outdoor learning interventions make approximately three months additional progress per year.

When	Responsible	Initiative/Intervention	Cost	Activity/Evaluation
July 18	Teaching Staff	<ul style="list-style-type: none"> • PP children to be in the group with the class teacher on school trips to maximise benefits of experience e.g. extend vocabulary and knowledge through discussion linked to real life experiences. • Funding of school trips 	£1725	<ul style="list-style-type: none"> • School trips and residentials are funded
Termly	SLT	<ul style="list-style-type: none"> • Funding of school clubs for children with attendance of 95%+ to broaden opportunities. 		<ul style="list-style-type: none"> • Shared strategy with families. Continue next year, sending letters to families who are eligible to remind them of this opportunity to extend experiences.

