

# Pupil premium strategy statement

1. Summary information (January 2016 Census data)					
School	The Laurels Primary School				
Academic Year	2016/17	Total PP budget	£37644	Date of most recent PP Review	Oct 16
Total number of pupils	141	Number of pupils eligible for PP	24	Date for next internal review of this strategy	Dec 16

2. Attainment at end of KS1 2016			
		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% at Expected or above in reading		<b>75%</b>	78%
% at Expected or above in writing		<b>63%</b>	70%
% at Expected or above in maths		<b>88%</b>	73%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Children with multiple vulnerabilities e.g. PP and SEND and Social Service / Holistix involvement
<b>B.</b>	Low starting points with regard to key skills e.g. reading, writing and number
<b>C.</b>	Lack of fluency in using the skills of reading, writing and number
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Lack of home support and low aspirations (to include attendance for some pupils)

4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Progress of PP children (inc those with SEND) and diminishing the difference between Other Pupils	Diminishing difference between PP and Other pupils. Evidence from school's tracking

<b>B.</b>	Progress in the key areas of reading, writing and number	Increased % with key domains secured in key areas
<b>C.</b>	Increased rigor in use and application of reading, writing and maths	Evidence in range of books
<b>D.</b>	Children applying a positive mindset to learning and attending in line with National	Pupil conferencing. Attendance data

## 5. Planned expenditure

**Academic year**                      **2016-2017**

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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To improve quality of T&L and assessment so that it is consistently good	Leaders within the school and academy to work alongside teachers to coach using Lesson study	Support for teachers within lessons and support for planning	Dedicated time during staff meetings and Termly peer observations and planning time	Leaders	Half-termly  £170 p/a
To reduce the risk of children falling behind specific targeted intervention from teachers	Teachers to provide interventions to support the learning in class	Early intervention work to keep children 'on track'	Timetable and robust record keeping of support	Teachers	3 weekly  £8000 p/a

To provide support for parents and families and to signpost to external agencies	To fund the Welfare officer and Attendance officer to support families with issues of punctuality, attendance and behaviour at home	WO working with families in order to instil importance of school.  Home visits made when children are absent.	Set time to respond to parents.  Availability to work with outside agencies.  Attendance package in place to improve outcomes for all. New Behaviour package in place to encourage the use of Values and school behaviour.	HSLW	Half-termly  £3000 p/a  £140
<b>Total budgeted cost</b>					£11,310
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To improve outcomes in Emotional Literacy	Employ a Play Therapist	Additional support for those children 'close to' expected and are known to Social Services	Use of assessment to guide support	SENDCo	Pupil Progress Reviews – half termly  £5040 p/a
To improve outcomes in Y4	Full time TA to ensure interventions are in place in the afternoon and they are being transferred into the classroom	Additional support for a class with a high % of Disadvantaged and SEND children	Use of assessment to guide planning and support	Key State 4 leader (Year 4 Class teacher)	Pupil Progress Reviews – half termly  £ 14505 p/a
To ensure Disadvantaged children in EY are heard read on a daily basis and supported in their learning	Additional member of staff with HLTA status	Opportunity to guarantee 'book time' with an adult on a daily basis and support linked to the Early Learning goals. Key chn have low start points and need additional support to access curriculum	Identification of Disadvantaged pupils, ongoing tracking.  Work with feeder pre-schools in identifying training needs and initiatives that will benefit pupils transition	EY teachers and Leader	Pupil Progress Reviews – half termly  £7543 p/a

To ensure that children's social and emotional needs are fully met and that children are ready to learn	Employ a full-time Learning Mentor / Welfare Officer	Supporting children with emotional needs so they are able to access the learning	Referral to LM based on needs	LM & SENDo	Half-termly £5755 p/a
<b>Total budgeted cost</b>					£32843
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To ensure specific children are in school on time and ready to learn	Run a heavily subsidised Breakfast Club.	Ensuring that children are in school on time and ready to learn as they have had breakfast and social interaction	Run the clubs daily	LSAs	Half-termly £1900 pa
To provide a range of afterschool clubs and private music lessons for disadvantaged pupils	Employ LSAs to run additional clubs and subsidise outside clubs music lessons.	Children have an option of both inside and outside activities on a daily basis	Runs clubs daily	LSAs / agencies	Half-termly with HT & HSLW £875.70 p/a
To support and subsidise school trips and residential for disadvantaged pupils.	Confidential support offered to known families	All children irrespective of their family situation will have the same opportunities as their peers	Visit reviews, planning evaluations	Head Teacher / SBM	Termly £200
<b>Total budgeted cost</b>					£2975.70
<b>Total cost for 16/17</b>					£47128.70