

Pupil premium strategy statement: Poulton Lancelyn Primary School (2018 /2019)

1. Summary information						
Total number of pupils	411	Total PP budget		£37,480	Date of most recent PP Review	Sept 2018
Number of pupils eligible for PP	27	FSM – £1,320 (Free School Meals)	19 children	£25,080	Date for next review of this strategy (termly monitoring will take place throughout the year)	July 2019
		LAC – £1,900 (Looked After Children)	0 children	£0		
		Post LAC - £2,300	5 children	£11,500		
		Services - £300	3 children	£900	Total PP budget spent	£38,150

2. Current Attainment 2017/2018 data for KS2		
	Pupils eligible for PP (4 children)	Pupils not eligible for PP
% of pupils achieving the expected standard in reading, writing and maths	1/4 = 25%	37/54 = 69%
% of pupils achieving the expected standard in reading	3/4 = 75%	45/54 = 83%
% of pupils achieving the expected standard in writing	3/4 = 75%	39/54 = 72%
% of pupils achieving the expected standard in maths	3/4 = 75%	43/54 = 80%
Reading progress score	1.9	-0.41
Writing progress score	-0.04	-1.42
Maths progress score	-1.30	0.62

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A	Lack of resilience and low self-esteem
B.	Lack of basic skills strategies in maths leading to reduced reasoning and application skills
C.	Lack of understanding of strategies in reading comprehension leading to low achievement in KS2
D	Lack of basic phonic and spelling leading to reduced reading and writing skills
E	Emotional difficulties, leading to low resilience and self-esteem
F	Behavioural difficulties of some children in receipt of PPG having a detrimental effect on their academic progress
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
G	Attendance gap between disadvantaged and non-disadvantaged

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase the % of disadvantaged pupils attaining Age-Related Expectations in Writing across KS1 and KS2.	-The % of children achieving the expected standard in Writing at the end of KS2 is higher than 25% (1/4 children in 2018) - Data Tracking systems identify and track the progress of disadvantaged children in all classes -Pupil Progress meetings are utilised to discuss the progress of disadvantaged pupils against their EYFS starting points and in their KS PAG groups.
B.	Increase the % of Non-SEN disadvantaged pupils exceeding Age-Related Expectation in Writing and Maths across KS1 and KS2.	-The % of children achieving better than the expected standard increases from 0% for Non-SEN disadvantaged children in Reading, Writing and Maths at the end of KS2 -Data Tracking systems identify and track the progress of Non-SEN-disadvantaged children in all classes -Pupil Progress meetings are utilised to discuss the progress of Non-SEN disadvantaged pupils against their EYFS starting points and in their KS PAG groups.
C.	Increase attendance rates for disadvantaged pupils	-Reduce the number of persistent absentees among disadvantaged pupils from 16% (2017-2018)
D.	Emotional difficulties identified and Increase levels of resilience and self-esteem in identified disadvantaged pupils	-Strategies in place support positive mental health and well-being for disadvantaged pupils, including 1:1 Pastoral Mentor Work -Effectively utilise the Well-Being scaling to monitor the impact of the strategies and progress on pupil's levels of resilience, confidence and self-esteem. -Strategies in class to support children -Personalised SEMH strategies are implemented to support positive wellbeing outcomes (Tracking on IRIS)
E.	Behavioural difficulties of identified pupils is improved	-Appropriate support and strategies in place to enable improvements. -Fewer behavioural incidents recorded for these pupils on IRIS

5. Planned expenditure				
Academic year	2018/2019			
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 rationale for this choice?	Staff lead	Cost
Increase the % of disadvantaged pupils attaining Age-Related Expectations in Writing across KS1 and KS2.	<ul style="list-style-type: none">• CPD for effective use of support staff• Consultant Support for English and Maths (SR/ST)• Subject Leader support from Maths and English Consultant (SR/ST)• Support from subject Leaders (and CEO) in MAT schools• Tracking system for effective monitoring of disadvantaged pupils• Teachers to focus on PP children each day and timetable of interventions organised by HT, DHT and Senco• SLT to monitor data and pupils work• Summative assessments purchased to improve monitoring of attainment and progress• Data tracking systems identify and track effectively progress and attainment of disadvantaged pupils in all classes• SLT monitor data, marking and feedback in pupil books (book scrutiny) and in Lesson observations• Pupil progress meetings are utilised to discuss against their EYFS starting points and in their PAG (Prior Attainment Groups) groups in each KS.	-To enable longer term, sustainable change which will help all pupils by all staff accessing training -SLT can identify the progress of PP children and provide further support to staff	C.Arnold (Headteacher) A.Milne (Maths /SLT) M.Parkinson (English/SLT) SLT – S.Haworth L.Swift S.Collins	Consultant £5000 Supply cost £2000 Additional Phonics RWI £150
Increase the % of Non-SEN disadvantaged pupils exceeding Age-Related Expectation in Writing and Maths across KS1 and KS2.	<ul style="list-style-type: none">• CPD for effective use of support staff• 1-1 conferencing in Year 6 with a particular focus on Disadvantaged pupils• Consultant Support for English and Maths (SR/ST)• Tracking system for effective monitoring of disadvantaged pupils• Data tracking systems identify and track effectively progress and attainment of disadvantaged pupils in all classes• Teachers to focus on PP children each day and timetable of interventions organised by HT, DHT and Senco• SLT monitor data, marking and feedback in pupil books (book scrutiny) and in Lesson observations	-To enable longer term, sustainable change which will help all pupils by all staff accessing training -SLT can identify the progress of PP children and provide further support to staff -New test resources help to track progress and identify gaps in learning - New phonic resources will help develop phonics and reading skills with more accuracy and fluency which will in turn support staff in teaching comprehension skills as they progress in reading and writing.	C.Arnold (Headteacher) A.Milne (Maths /SLT) M.Parkinson (English/SLT) SLT – S.Haworth L.Swift S.Collins	Already Costed Above Times Table Rock Stars £50 www.nessy.com £150

	<ul style="list-style-type: none"> Pupil progress meetings are utilised to discuss against their EYFS starting points and in their PAG (Prior Attainment Groups) groups in each KS. New assessment materials for KS1/2 RWI training and resources to improve phonics teaching and progress in EYFS and Year 1 Use of Mathematics and times tables rockstars to engage children in maths Use spelling and reading interactive programme www.nessy.com 5-12years 			
Increase attendance rates for disadvantaged pupils	<ul style="list-style-type: none"> Termly monitoring of attendance by the Head teacher Headteacher meeting with office staff regular basis New tracking sheet in place Letters to parents to express attendance concerns ESW involvement to offer support strategies for low attendance and persistent absentees School Nurse involvement for support and advice Whole school attendance incentive strategies 	- To ensure the children are not missing lessons and any additional support being provided for them	C.Arnold (Headteacher) S.Haworth (SLT) J. McArdle (Office Staff)	ESW £500 £500 School Photocopying
Emotional difficulties identified and Increase levels of resilience and self-esteem in identified disadvantaged pupils	<ul style="list-style-type: none"> Jigsaw Resource purchased for a consistent approach to teaching and learning of the PSHE curriculum Develop and implement the Forest Schools programme for targeted children and including Disadvantaged pupils SLT to track on IRIS the pastoral interventions and specific children, year groups Thumbs up programme for Year 5 and 6 incorporating health and wellbeing to promote resilience and self-esteem CAMHS CPD for staff on how to facilitate & support positive mental health strategies in school Increased development and profile of the Rights Respecting Schools work CT adapt and put classroom management strategies in place to support individual children Increased levels of communication with parents and sign posting by pastoral support TA Key worker to support Post LAC pupils as per Adoption UK recommendations 	To ensure children's levels of confidence and resilience increases which impacts on self-esteem of children	B.Chilvers/Mrs Collins J.Simms S.Haworth K. Thompson A.Sinnott	Forest Schools Training £700 Forest School Resources £1500 Supply £500 Books/online resources Dyslexia Elsa £150 Milk £300 Meals £300
Behavioural difficulties of identified pupils is improved	<ul style="list-style-type: none"> Increase parental engagement New behaviour policy and tracking system in place IRIS training for DHT and staff meeting training for staff SLT to monitor behaviour logs of children on half termly basis Support from DHT with identified children Support from pastoral TA with identified children Individual pathways to support children to succeed. Free resources on www.beaconschoolsupport.co.uk 	To support the individuals in enabling them to fulfil their potential	S.Haworth SLT Pastoral TA	Supply £200
Total Budgeted costs				£12,000

ii. Targeted support				
Desired outcome	Chosen action/approach	What is the rationale for this choice?	Staff lead	Cost
Increase the % of disadvantaged pupils attaining Age-Related Expectations in Writing and Maths by the end of KS2	<ul style="list-style-type: none"> Spring Term - Staffing to enable 1-1 conferencing in Year 6 with a particular focus on Disadvantaged pupils Access to extra-curricular activities for children with additional needs Purchase 3rd Space Learning Maths 1:1 intervention for selected pupils Maths Lead to oversee project and analyse effectiveness 	To provide opportunities for personalised learning outside normal teaching time. To maximise the impact by using 1:1 intervention	C.Arnold A.Milne	£2000 £500 supply £220 3rd space £15,000
To provide specialist advice and support	<ul style="list-style-type: none"> SENAAT SLA purchased to assess and support Disadvantaged pupils who are also SEN Early Help Team intervention to signpost external support Educational Psychologist as required Use of Braveheart Education free online resources to support trauma and attachment issues https://www.bravehearteducation.co.uk/ 	To provide early intervention and support of PP children, as required so that they receive the right support and achieve their potential.	B.Chilvers S.Collins	SENAAT £1,750 EP £1530
To increase pupil engagement and improved access to the curriculum	<ul style="list-style-type: none"> Purchase of technology and computing software for disadvantaged pupils who are also SEND (Clicker 7, IPAD writing/speaking App/ laptops) Purchase of The Listening Programme level 1 http://www.learning-solutions.co.uk/listeningprogram3.php Free access to online stories and games www.booktrust.org.uk Out of the ark CDs Niki Davies Book of Marvellous Maths Songs 3-7 	To support children's engagement and opportunities to access their learning in different ways. To provide opportunities for more personalised learning approaches	A.Dingle S.Haworth	£160 £50 out of ark
To support and promote positive mental health and well-being	<ul style="list-style-type: none"> Provide access to a 'quiet club' during lunchtime breaks Pastoral Mentor TA to work with specific children on individualised targeted support programmes Use of sports coaches and programmes to support children with self-confidence, self-esteem, positive thinking and resilience Use specialist support My Esteem Programme 	To support the individuals in enabling them to fulfil their potential. To support individuals to increase their self-confidence, self-esteem and resilience To accelerate learning in school and develop home school partnership to support learning	C.Arnold S.Haworth B.Gawne S.Collins J Simms P Smith	£2500
Total budgeted cost				£24,050 - 500

iii. Other Approaches				
Desired outcome	Chosen action/approach	What is the rationale for this choice?	Staff lead	Cost

To enable all children to access the extended opportunities	<ul style="list-style-type: none"> School trips partial or wholly subsidise (include remission for residential trips) 	<ul style="list-style-type: none"> -To give children opportunities to develop their confidence and enjoyment in different ways. -Trips and residential will improve independence, confidence and collaborative learning skills 	C.Arnold S.Haworth	£2000
To build confidence and enjoyment through enrichment opportunities	<ul style="list-style-type: none"> Free Programme for music tuition in Year 3 Whole school approach to P4C and Jigsaw PSHE programme A range of clubs for KS1 and KS2 – School subsidise cost of clubs. Development of forest schools and outdoor learning 	<ul style="list-style-type: none"> -To provide a broad and balanced curriculum, to provide a range of learning experiences and opportunities, holistic and emotional development 	S.Haworth L.Swift P.Smith	£500 Additional Music £100
Total budgeted cost				£2600

6. Review of expenditure (July 2019)		
Desired outcome	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)
Increase the % of disadvantaged pupils attaining Age-Related Expectations in Writing and Maths by the end of KS2	<p>The % of children achieving the expected standard in writing at the end of KS2 is higher than 75% (3/4 children in July 2018)</p> <p>The % of children achieving the expected standard in Maths at the end of KS2 is higher than 75% (3/4 children in July 2018)</p> <p>In Maths at KS2 the difference between disadvantaged and non-disadvantaged will diminish from the 5% in 2018.</p>	<ul style="list-style-type: none"> - The % of children achieving the expected standard in writing at the end of KS2 increased to 100% (2/2 children in July 2019) - The % of children achieving the expected standard in Maths at the end of KS2 increased to 100% (2/2 children in July 2019) - In writing disadvantaged pupils (2/2 children) achieved a positive progress score of +5.05. - In Maths disadvantaged pupils (2/2 children) achieved a positive progress score of +2.9. <p>The data clearly demonstrates the approaches adopted in 2018/2019 were successful.</p>
Increase the % of Non-SEN disadvantaged pupils exceeding Age-Related Expectation in Reading, Writing and Maths at the end of KS2	The % of Non-SEN children exceeding ARE expectations in Reading, Writing and Maths at the end of KS2 is higher than 0% in 2018.	<ul style="list-style-type: none"> - The % of Non-SEN children (2/2 children) achieving the expected standard in Reading, Writing and Maths at the end of KS2 was 100%. However, neither children exceeded ARE and both were on the SEN register for short term interventions (SEMH).

Increase the % of Non-SEN disadvantaged pupils exceeding Age-Related Expectation in Writing and Maths at the end of KS1	The % of Non-SEN children exceeding ARE expectations in Reading, Writing and Maths at the end of KS1 is higher than 25% in 2018.	<ul style="list-style-type: none"> - 0% of Non-SEN children achieved the exceeding standard in Reading, Writing and Maths at the end of KS1. (This data relates to 1 child. In Year 2 - additional teacher/DHT support was allocated to this year group).
Increase attendance and punctuality rates for disadvantaged pupils	<ul style="list-style-type: none"> - Reduce the % of absenteeism amongst disadvantaged pupils from 94.1% in 2018. - Reduce the % of disadvantaged pupils being late before registers close from 0.98% in 2018. - Reduce the % of disadvantaged pupils being late after registers close from 0.03% in 2018. 	<ul style="list-style-type: none"> - The % attendance for disadvantaged pupils in 2019 is 95.5%. This is an increase of 1.39% from the 2018 figure of 94.1%. - The % of disadvantaged pupils who were late before registers closed in 2019 was 0.27%. This is a decrease 0.71%. (In 2018 the figure was 0.98%) - The % of disadvantaged pupils who were late after registers closed in 2019 was 0.09%. This is a slight increase of 0.06 %. (In 2018 the figure was 0.03%) <p>The data clearly indicates the approaches demonstrated in 2019 have been successful.</p>
Increase levels of resilience and self-esteem in identified disadvantaged pupils	<ul style="list-style-type: none"> - Appropriate support and a variety of strategies show a range of improvements. 	<ul style="list-style-type: none"> - Our pastoral TA has had a positive impact on the levels of resilience and self-esteem in identified 8 disadvantaged pupils. - Well Being scaling scores show disadvantaged pupils increasing in their scoring from starting points. - Children will continue to be supported next year and some children will be ready for less support but continue to have access as they need.