

## Pupil premium strategy 2017-18

Number of pupils and pupil premium grant received	
Total number of pupils on role	137 (October 2017 census)
Total number of pupils eligible for pupil premium (as at January 2017 census)	3 = Ever 6 (FSM) 1 x Looked After Pupils 4 x Previously looked after
Amount received per pupil	£1320 (£1900 per Looked-After pupil or previously LAC)
Total amount received	£13,400

Summary of the barriers to educational achievement faced by eligible pupils 2017-2018:
<p><i>NB: These do not apply to every eligible pupil.</i></p> <ul style="list-style-type: none"> <li>• Low prior attainment</li> <li>• Poor attitudes to learning and low aspirations for future achievement</li> <li>• Inconsistent support from home, eg with homework</li> <li>• Fewer opportunities outside school, such as clubs, visits to places of interest and wider experiences that are often available to peers.</li> <li>• Low self-esteem</li> <li>• SEMH including attachment disorder</li> <li>• Behaviour, such as anger, disrupting learning</li> <li>• Some eligible pupils also have Special Educational Needs.</li> <li>• Poor fine and gross motor skills which affect presentation and handwriting</li> <li>• Language and vocabulary understanding and usage</li> <li>• Attendance and punctuality</li> </ul>

Objectives in spending PPG 2017-2018:
<ul style="list-style-type: none"> <li>• To ensure that progress of eligible pupils (FSM &amp; Ever6) is at least as good, and often better than other pupils, in order to diminish the difference.</li> <li>• For the attainment of eligible pupils to be in line with national expectations in reading, writing and maths.</li> <li>• To enable equal access to wider educational provision and extra-curricular opportunities provided by the school and outside school, regardless of children's financial circumstances.</li> <li>• To enhance self-esteem and build confidence</li> <li>• To develop motor skills</li> <li>• To provide support for effectively managing behaviour, particularly at lunch times.</li> <li>• To ensure disadvantaged pupils make accelerated progress towards a good level of development at the end of the foundation stage</li> </ul>

### What are we using our Pupil Premium funding for 2017/18 academic year?

- **Learning interventions** – where we will support our children to close gaps in their learning
- **Behaviour interventions** - where we support children with emotional and behavioural issues they are facing.
- **Wider opportunities** – where we provide our pupils with wider opportunities as part of the curriculum

### Nature of support 2017-2018

- Provision of additional Learning Support staff to reduce pupil: adult ratios and provide additional targeted pupil support and intervention in school and after school.
- Provision of additional teaching staff in Year 6, where there is a relatively high proportion of eligible pupils.
- Support for children and their families, to help them overcome difficulties at home and support those children and families with emotional or social difficulties:
  - support from SFSS or other agencies
  - Trained ELSA specialist in school
- Financial assistance to enable:
  - the purchasing of school uniform or kit
  - subsidising trips/residential visits.
- Purchasing of educational resources (such as books, equipment, IT) aimed at supporting these pupils in school.
- Provision of additional non-contact time for teachers to meet with disadvantaged pupils, identify barriers to learning and ways of overcoming these barriers.

Interventions or projects to support disadvantaged pupils at Lambley Primary School are selected based on the evidence of their high impact and low cost funding. Evidence of the effectiveness of these interventions has been taken from the Education Endowment Foundation Teaching and Learning tool kit.

### **What is the Education Endowment Foundation Toolkit?**

The Sutton Trust-EEF Teaching and Learning Toolkit is an independent resource which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils. The Toolkit is an accessible summary of educational research. Each area is summarised in terms of their potential impact on attainment, the strength of the evidence supporting them, their cost, and their applicability.

### **Why is Research helpful?**

Research can help Lambley Primary School to identify which ways of spending time and money are likely to lead to the biggest possible increases in pupils' learning.

One particular spending decision which research can inform is how to spend the pupil premium.

Introduced in 2010 the aim of the pupil premium is to raise achievement among disadvantaged children.

Where evidence of impact and cost is available this has been displayed in the table below. Full impact of new interventions will not be available until the end of the academic year and will therefore be evidenced in the 2017/18 impact report.

### **How much funding do we receive?**

At Lambley we are committed to narrowing the gaps and ensuring that every pupil excels. The pupil premium is additional funding given to publically funded schools to raise the attainment of disadvantaged pupils and to close the gap between them and their peers.

Current cohort at Lambley Primary School	Number of pupils	Non pupil premium	Pupil premium	% pupil premium
EYFS	22	22	0	0%
Year 1	25	25	0	0%
Year 2	22	22	0	0%
Year 3	21	19	2	9%
Year 4	13	13	0	0%
Year 5	19	15	3 (was 4)	15%
Year 6	15	11	4	26%

**Cost and evidence of impact is endorsed by EEF**

**Plan of Pupil Premium Growth spending 2017-2018**

Approach	Cost	Average gains	Evidence strength	Objectives	Desired outcomes	Summary Evidence of impact for	Estimated Impact
Feedback <b>* Endorsed by EEF</b>	££	9 months		Individualised, targeted support to address gaps in learning. - individualised support for self-esteem and confidence development	Instant feedback Children know and understand their next steps in their learning.	Very high impact for low cost <b>Endorsed by EEF</b>	High impact
Meta Cognition approaches – learning to learn <b>* Endorsed by EEF</b>	££	8 months	****	To support children to become independent and self-regulated learners and to ensure that they understand how to learn.	Children developing a growth mind-set to believe in themselves and to build resilience when faced with difficult or challenged tasks.	High impact for low cost	High Impact
Mastery Approach to learning	£	Unknown	U/K	To ensure teachers aim to deliver lessons that enable all children to be challenged and to use scaffolding approaches to support learners	Teachers teach to the highest attaining pupils providing support through scaffolding and resources for all other pupils within the class. The aim of no pupil being left behind and all pupils being challenged.	High cost very high impact  In house training by staff INSET training Class cover for training	Moderate impact as the approach is new to the children and teachers at this stage
Adapting teaching to meet the learning styles <b>* Endorsed by EEF</b>	£	2 months	***	The idea underpinning learning styles is that we all have different approaches or styles of learning and that learning will therefore be more effective or more efficient if we are taught accordingly.	Children's learning needs are met through a quality first teaching	High impact for very little or no cost.	High impact
Additional adult support to provide interventions and targeted support.	£12.00 per hour for TA support	5 months	*****	Individualised, targeted support to address gaps in learning. - individualised support for self-esteem and confidence development.	- Attainment gaps between eligible pupils and peers are diminished or closed. - More able eligible pupils achieve in line with peers - Pupils display increased resilience and	Unknown	High impact

					confidence in the face of challenges.		
Switch On Reading/Writing	£12.60 per hour for TA support	+ 5 months		1:1 reading and writing programme	To enable children's reading age to catch up with or exceed their chronological age.	Low cost for moderate impact	Unused intervention of 16/17
Structured conversations	£19.62 per hour for Teacher to be released (internal class cover)			The pupils of SEND Level 2 and Pupil's eligible for Premium pupil Grants receive termly meetings to review progress and discuss support that their pupil is receiving	SEND/PP children make at least good progress.	Low cost for moderate impact	Moderate impact
Contribution towards provision of additional teaching staff for Y6 pupils. To reduce class size and target support  SPAG and 1:1 maths for year 6 targeted support  <b>* Endorsed by EEF</b>	£19.62 ph 2.5 hours per week (£49.05 ) x 38 = £1,863.90 per year	3 months	***	Ensure that eligible pupils have more access to quality first teaching, individual teacher-led intervention and support.	To target learning in small groups to enable children to work towards achieving the expected level or above in reading, writing and maths	High impact for high cost	Unused intervention in 16/17
Provision of trained ELSA	4 x days per week	Unknown		To remove barriers by: - providing emotional support for eligible pupils. - providing support and advice to families of eligible pupils experiencing difficulties. - To provide emotional support to families of eligible pupils experiencing emotional and mental health difficulties	- To enable pupils to be emotionally ready to learn. - To improve pupils' self-esteem. - To enable families to provide better quality support for their child(ren). - To ensure that adults feel emotionally supported in order to be able to support and care for their child(ren) more effectively	Essential support for vulnerable pupils.	New intervention
Toe by toe Power of 2 Plus 1 All 1:1 interventions	£12.60 per hour for TA support			To develop fluency of skills Build basic understanding of skills in maths and reading.			High impact

Beat dyslexia 1:1 intervention	£12.60 per hour for TA support  = 1hr 20 minutes per week			To develop literacy skills through a repetitive kinaesthetic programme aimed to meet the learning needs of pupils with literacy difficulties.		High impact  Evidenced in work	Unused intervention 16/17
Non-contact time for teachers to review impact of support given to eligible pupils, through pupil progress discussions and meetings with pupils. <b>* Endorsed by EEF</b>	£			- To ensure impact of support is monitored frequently. - To ensure pupils have a voice and their views taken into account.	- Attainment gaps between eligible pupils and peers are narrowed or closed. - More able eligible pupils achieve in line with peers - Pupils display increased resilience and confidence in the face of challenges.		
Teachers to have a clear understanding of the difference between Differentiation and personalisation of learning and to use this effectively in teaching.	£			1.24 SEND code of practice.		No cost for high impact	
Financial support for uniform, free places on educational visits, residential visits <b>* Endorsed by EEF</b>	Cost varies depending on allocation of need  £££	unknown		- To ensure eligible pupils have equal access to all extra-curricular activities. - To ensure eligible pupils have good quality school uniform and other equipment needed in school.	- 100% of eligible pupils take part in residential visits, where these take place. - Pupils make good academic, social and emotional progress, as barriers have been removed.	Moderate cost - Building on life experiences for our disadvantaged	

Cost	Description
£	Very low up to £2,000 per year / up to £70 per pupil
££	Low £2,000 to £5,000 per year /up to £170 per pupil
£££	Moderate £5,000 to £18,000 per year up to £170 per pupil
££££	High £18,000 up to £30,000 per year up to £1,000 per pupil
£££££	Very High over £30,000 per year approximately £1,200 per pupil

Evidence of impact	Description of evidence gathered
*	No systematic reviews
**	Evidence of impact on attainment, cognitive or curriculum outcome
***	Two or more rigorous experimental studies with cognitive or curriculum outcome measures

****	Three or more well controlled experiments undertaken in schools using pupil attainment data.
*****	Consistent high quality evidence outcomes include standardised tests in subject areas.

Summary	
Total PPG received	£13,400
Total PPG planned expenditure	£13,400
PPG remaining	£0

How this will be measured
<p>Pupil progress meetings take place each term and consist of discussions with the class teacher and headteacher. In the case of PPG pupils, every child is discussed in detail, regardless of their academic achievement.</p> <p>Targets for achievement are reviewed and set at each meeting.</p> <p>Progress of PPG pupils will be compared from their starting points and in comparison, with their peers in school and nationally, where data is available.</p> <p>Other outcomes (such as social or emotional) are monitored through observation, Boxall Profile, pupil voice, pupil behaviour records.</p> <p>The Governing Body will monitor the progress and attainment of these pupils.</p> <p>The Pupil Premium Governor will monitor the impact of the school's strategies through termly visits.</p>

### Current attainment and expected progress for Pupils eligible for Pupil Premium grants based on Year 2 SAT's results 2017/18

#### Summary of Pupil Premium

Throughout the 2017/18 academic year there are currently 9 children who are eligible for Pupil Premium/PP+ or Forever 6 (7% of pupils)

Year	Number of pupils eligible for Pupil Premium	Projected % Reading attainment at end of KS2 to be at ARE or above	Projected % Writing attainment at end of KS2 to be at ARE or above	Projected % Maths attainment at end of KS2 to be at ARE or above	Projected % of pupils to achieve ARE or above in Reading, Writing and Maths
3	2 pupils	100% (2 x aspirational target)	100% (2 x aspirational target)	50 %	50%
5	4 pupils	100%	100%	100% (1 aspirational target)	100%
6	3 pupils	66%	100%	66%	33%

**Year 3 (2 pupils 1 girl and 1 boy)** Due to low starting points in KS1, 1 pupil is projected to be at ARE by the end of the KS2 in all areas, with progress over time and an aspirational target of accelerated progress in reading and writing to ensure he leaves KS2 at ARE in all areas.

1 pupil is predicted to continue at ARE in reading achieving ARE at the end of the year, predicting ARE by the end of the KS. Due to the complex needs and challenges faced by this pupil a projectional target for the end of the KS2 has not yet been given.

**Year 5 (4 pupils 2 girls and 2 boys)** 1 pupil is expected to be at GD in all areas by the end of the key Stage – with an aspirational target for maths accelerating their progress.

2 children are expected to be at a GD in Maths and Reading by the end of the KS

1 pupil is expected to be at GD in writing by the end of the KS.

All 4 pupils are expected to be at ARE or above in all areas by the end of the KS.

**Year 6 (3 pupils 3 girls)** 1 pupil has made accelerated progress and is now expected to be at ARE in all areas by the end of the KS

1 pupil is predicted to have made accelerated progress reaching ARE by the end of the KS in reading and writing. Continuing to make progress over time WTS in maths

1 pupil is expected to make accelerated progress reaching ARE in writing and maths, continuing to make progress over time working towards the expected standard in reading.

	KS1 Pupils eligible for PP (based on disadvantaged pupils)	KS1 pupils (National Average)	KS2 Pupils eligible for PP (based on 9 disadvantaged pupils)	KS2 pupils (National Average non PP pupils)
% of children achieving ARE or above in Reading	N/A	N/A	89%	
% of children achieving ARE or above in maths	N/A	N/A	78%	
% Of pupils achieving ARE or above in writing	N/A	N/A	100%	
% Of pupils achieving combined ARE in Reading, Writing and Maths	N/A	N/A	66%	

In key stage 2, a high percentage of disadvantaged pupils at Lambley Primary School are currently on track to make expected or accelerated progress in all areas by the end of Keys Stage 2, based on their end of year 2 data. This includes, where possible the setting of aspirational accelerated targets to ensure children leave Lambley are encouraged to reach their full potential. In order to achieve this the allocation of Pupil Premium funding is based on numerous initiatives and activities to support children to achieve or exceed the National Expectations. Allocation to support teachers in delivering Quality first teaching is paramount to the achievement of all pupils.

It has been recognised that, and Lambley adopt the approach that our disadvantaged Pupils will benefit from:

- Quality first teaching
- Challenging activities
- Problem-solving and reasoning activities
- Use of talk structures so no children can opt out
- Pace – lessons have a momentum
- Good pitch to the lesson – with ‘challenge’ built in
- Children know what they need to do to move forward- dialogue with their teacher and highly effective feedback.
- Well organised classrooms where children can take responsibility
- Children demonstrating the skills of independent learning – able to use and take care of a range of resources, able to organise themselves, able to manage time effectively within lessons
- Good behaviour and clear behaviour management systems that are clearly understood and used by children
- Not underestimating potential despite starting-points
- Building Learning Power (Growth Mind Set and self – regulated learners)
- Mixed ability learning
- Use the word ‘learning’ not ‘work’

RESEARCH SAYS: GOOD TEACHING IS MORE OF A FACTOR IN SUCCESS THAN SOCIO-ECONOMIC FACTORS

## Pupil premium impact report for 2016/17

In September 2016, 9 out of the 127 pupils at Lambley were classed as Pupil premium.

Pupils are expected to make 3 or more points of progress across a full academic year. Achieving less than 3 indicates progress has not been at the expected rate irrelevant of their starting point. Children are able to make expected progress but still not be at Age Related by the end of the academic year, this could be due to significant gaps in learning or low attainment on entry. Intervention and support using Pupil premium grants aims to bridge the gaps and therefore give children the opportunity to make accelerated progress. We measure how close our Pupil Premium children and Non Pupil Premium children by their average point score across the year

**Average Point Score (APS)**

- 1 = Insufficient progress has been made
- 3 = expected progress has been made
- 4 = Accelerated progress has been made.

**Year 2**

	APS gap PP to Non PP	Lambley 2016/17	National	Impact of intervention support	Future actions
learning	Reading	1		Effectiveness of the intervention is evidenced through case studies and attitudes to learning. Supporting pupils in their ability to be ready to learn has positively impacted on progress. Entry into Year 2 was extremely low with other social needs being more apparent and requiring to be addressed first.	Develop effective Guided reading approaches across school – in line with the SDP 2 hours minimum of reading in school looking at comprehension, inference and skills teaching children how to read. Develop an enjoyment of reading Re vamp the reading challenge. Have a skill of the term to enable children to learn effective methods of reading and finding relevant information to answers SAT s questions. Extend children vocabulary and understanding of what it is they are reading though words of the week.
	Writing	2.5		Progress evidenced in case study. From the starting point of intervention progress has been good evidence of independent writing is apparent.	Ensure all learners are continuing to be challenged in their learning. All teachers have high aspirations and expectations for ALL pupils.
	Maths	4		Good mastery approach to learning is supporting and extending fluency and reasoning within pupils learning – written and mental calculations	
behavior	Nurture TA time			Progress made through the Boxall in bridging areas of deviations of behaviours.	

				Developing an understanding of feelings and emotions and how to control them. Recognising appropriate responses to situations. No longer at risk of exclusion by the end of year 2	
	Forest schools			Progress made through the Boxall in bridging areas of deviations of behaviours. No longer at risk of exclusion by the end of year 2	
Wider opportunities					

### Year 4

	APS gap PP to Non PP	Lambley 2016/17	National	Impact of intervention support	Future actions
learning	Reading	3.1		Assessment Data evidences only a few PP children attaining at a Greater Depth of learning throughout school. Potential limited Growth Mind sets within those that have the potential to be above expectations.	To target the funding more around accelerating the progress of PP who have the potential to be working at GDS. Pre and post interventions to develop learning and address misconceptions in work.
	Writing	3.3			
	Maths	3.4		Children making expected progress. Interventions need to be focussed to enable children to reach a Greater Depth of learning.	To continue to support the work of the maths SLE to train staff and have a consistent approach to the teaching and learning of maths across school. Bridging gaps in learning. Aiming to push the higher attaining pupils to reach GDS and to scaffold the learning to support other learners in making expected progress across the whole academic year.
behaviour	Nurture TA time		+ Progress	Positive impact recognised on pupil's social and emotional well-being. Work needs to continue as challenges pupils face are deep rooted.	To develop ELSA work and to support the assessments to show impact of work completed by our trained ELSA.
Wider opportunities					

### Year 5

	APS gap PP to Non PP	Lambley 2016/17	National	Impact of intervention support	Future actions
learning	Reading	2.8		Assessment Data evidences only a few PP children in year 4 attaining at the Expected Level or above in their learning. Potential limited Growth Mind sets within those that have the potential to be above expectations. Attendance issues leading to huge gaps of missed education and social difficulties.	To personalise the interventions for pupils more accurately ensuring communication between TA and Teacher is effective in understanding exactly where each pupil is and their next steps to learning to ensure that all children make the expected progress across the year
	Writing	2.5			
	Maths	2.3			Target more precision teaching with a focus on fluency and to ensure that gaps are bridged through the use of 1:1 intervention – focusing on repetition and multi-sensory approaches to learning. Pre and post interventions to develop learning and address misconceptions in work.
behaviour	Nurture TA time			Positive impact recognised on pupil's social and emotional well-being. Work needs to continue as challenges pupils face are deep rooted.	To develop ELSA work and to support the assessments to show impact of work completed by our trained ELSA.
Wider opportunities					

### Year 6

	APS gap PP to Non PP	Lambley 2016/17	National	Impact of intervention support	Future actions
learning	Reading	3.5		It was expected that a greater depth of learning would have been reached at the end of KS2 due to achieving level 3 at end of KS. This was not reached as needs throughout the year became complex needing eternal support.	To continue to have a clear base line and exit data for each intervention TA's to complete the intervention folders during each intervention for impact ad reflection Case studies on PP children to continue to be updated termly. Where significantly behind in learning, teachers to have a structured conversations
	Writing	3		Children with Pupil Premium remained on track to expected progress by the end of the year.	

					with parents to get a clear understanding of home life and barriers to learning.
	Maths	3		Remained on track to expected progress by the end of the year.	To continue to support the work of the maths SLE to train staff and have a consistent approach to the teaching and learning of maths across school. Bridging gaps in learning. Aiming to push the higher attaining pupils to reach GDS and to scaffold the learning to support other learners in making expected progress across the whole academic year.
behaviour	Agency GAP involvement	+ progress		Progress made through the Boxall in bridging areas of deviations of behaviours. Becoming secondary ready with an understanding of feelings and emotions and how to control them. Recognising appropriate responses to situations. Number of fixed term exclusions reduced during the year.	To continue with open channels of communication with external agencies to seek advice and support on behaviour in the future where necessary
Wider opportunities					

<b>Date of the next review of the school's pupil premium strategy</b>
This will take place in September 2018