

September 2016: Pupil premium strategy statement: Lakey Lane Primary School

Academic Year	2016/17	Total PP budget	£233,640
Total number of pupils	420	Number of pupils eligible for PP	181

1. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in Reading	46%	71%
% achieving expected standard in Writing	54%	79%
% achieving expected standard in Maths	75%	75%
% achieving expected standard in Reading, Writing and Maths	38%	60%
Average progress in reading (expected=0)	+0.54	+0.33
Average progress in writing (expected =0)	-0.19	+0.12
Average progress in maths (expected=0)	+2.24	+0.24
2. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Our children enter school with very low attainment on entry. In particular they have very poor speech and language, for example- in September 16, 92% of children joined nursery with speech below the expected standard. This is added to by the fact that we have 54.2% EAL compared to the national figure of 20%, which impacts on correct use of grammar.	
B.	Our children typically have limited life experiences which result in them having difficulties understanding many contexts within reading texts, poor understanding of basic vocabulary and limited experiences upon which to base their writing.	

External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
C.	A significant number of our children have limited support from home. This manifests itself through limited access to books and poor support with homework. Many parents do not understand school approaches to teaching or the contents of the National Curriculum.	
3. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	<p>High rates of progress in speech in nursery and reception.</p> <p>Increased rates of progress in reading and writing at KS2 and KS1</p>	<p>Age band progress- high rates of above 3 sub-bands progress. Wellcomm programme showing high levels of progress.</p> <p>81% made 4+ sub bands progress in Reception</p> <p>57% made 4+ sub bands progress in Nursery</p>
B.	Increased rates of progress in reading and writing at KS2 and KS1- resulting in higher % attainment at expected and, for the more able disadvantaged pupils, at greater depth.	<p>Attainment and progress match national "other" at KS1 and 2</p> <p>R- PP exceed "Na other" in KS1 at ARE and GD. PP exceeded Na PP at KS2 at ARE and GD- still not at "Na other".</p> <p>Wr- PP exceeded Na PP at KS2 and KS1- still not at "Na other".</p>

<p>C.</p>	<p>Increased parental engagement in workshops/ meetings on “How to help your Child”.</p> <p>Increased support from parents for their children.</p>	<p>Improved progress and attainment at all key stages.</p> <p>Positive anecdotal feedback from parents, children and staff.</p> <p>Parental support at EY and KS1, particularly in reading, paid off with increases in progress and attainment- see above.</p>
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4. Planned expenditure

Academic year £233,640

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 evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Achievement in reading is at least good.	Quality first teaching of reading across all key stages. Rigorous tracking of pupil progress against prior attainment with quality Targeted Intervention in place for children "off track". Reading for enjoyment activities- some with parents- before/ during / after school.	1. KS2 and KS1 outcomes 2. School Data	Monitoring, tracking of data, pupil standards and progress meetings	Y Cridland Literacy Leader + Paula Brooks TI leader	Each term with a full review in July 2017

Achievement in writing is at least good.	Development of new MTP across KS1 and 2 Quality first teaching of writing across all key stages. Rigorous tracking of pupil progress against prior attainment Ensure all children are exposed to a variety of free enrichment activities to develop and widen life experiences.	<ol style="list-style-type: none"> 1. KS2 and KS1 outcomes 2. School Data 3. Research on the importance of quality feedback 	Monitoring, tracking of data, pupil standards and progress meetings, book scrutinies	Y Cridland Literacy Leader + Tracey Bennett DHT	Each term with a full review in July 2017
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Total budgeted cost £150,000

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Disadvantaged children achieve well in reading (all year groups) and in phonics (Y1) – aiming to match the outcomes of “other” pupils nationally.	Targeted Intervention in reading and phonics	<ol style="list-style-type: none"> 1. Evidence shows that good achievement in reading is key to future success across the curriculum. A key early reading skill is the secure acquisition and then application of phonic skills. 2. KS2 and KS1 outcomes 3. School data 	Monitoring, tracking of data, pupil standards and progress meetings, statutory test outcomes, entry and exit data for TI.	Paula Brooks TI lead teacher and Liz Beyene AHT/SENCo	Termly and a full review July 2017

Disadvantaged children make rapid progress in speech and early language acquisition in Early Years.	Wellcomm	<ol style="list-style-type: none"> 1. EY outcomes 2. School data 3. Evidence tells us that poor language skills significantly hamper future attainment. 	Monitoring, tracking of data, pupil standards and progress meetings, statutory test outcomes, entry and exit data for TI.	Liz Beyene AHT/SENCo/ EY leader	Termly and a full review July 2017
Total budgeted cost					£68,640
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Greater engagement and support from all parents	Support for individual families to overcome barriers to learning through learning mentor/ parent support advisor/ Malachi Trust Parental meetings and videos on website Targeting KS1 parents who are not regularly hearing children read at home	Evidence shows that children who are actively supported by parents achieve better than those who are not.	Review impact on outcomes. Seek feedback from parent governors.	Louise Jones HT	Termly and a full review in July 2017
Total budgeted cost					£15,000

5. Review of expenditure for previous academic year – Please see Pupil Premium Planned Expenditure 2015-16 and refer to the final column “impact measure” for a review of the impact of our pupil premium funding last year.