

September 2017: Pupil premium strategy statement: Lakey Lane Primary School

Academic Year	2017/18	Total PP budget	£220,440
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		58%	77%
% achieving expected standard in Writing		75%	81%
% achieving expected standard in Maths		67%	80%
% achieving expected standard in Reading, Writing and Maths		53%	67%
Average progress in reading (expected=0)		-2.3	+0.33
Average progress in writing (expected =0)		-0.2	+0.12
Average progress in maths (expected=0)		-0.5	+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 17, 88% 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 understanding and application of English, such as correct use of grammar.		

C.	Increased parental engagement in workshops/ meetings on “How to help your Child”. Increased support from parents for their children.	Improved progress and attainment at all key stages. Positive anecdotal feedback from parents, children and staff.
-----------	---	--

4. Planned expenditure

Academic year £220,440

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. Research undertaken in approach to teaching of reading.	<ol style="list-style-type: none">1. KS2 and KS1 outcomes2. School Data3. EEF research4. Birmingham Education Partnership reading project outcomes.	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 2018

<p>Achievement in writing is at least good.</p>	<p>Embedding 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. Embedding new marking policy to ensure children know how to improve their work and use of marking to show progress. Reviewing self and peer assessment of writing.</p>	<ol style="list-style-type: none"> 1. KS2 and KS1 outcomes 2. School Data 3. Research on the importance of quality feedback 	<p>Monitoring, tracking of data, pupil standards and progress meetings, book scrutinies</p>	<p>Y Cridland Literacy Leader + Tracey Bennett DHT + Liz Beyene AHT</p>	<p>Each term with a full review in July 2018</p>
Total budgeted cost					<p>£155,000</p>

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 progress and standards 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 2018
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 2018
Total budgeted cost					£65,440

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/ Parental meetings and videos on website Targeting parents at all key stages 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- all staff taking responsibility for liaising with parents	Termly and a full review in July 2018
Total budgeted cost					£0

5. Review of expenditure for previous academic year – Please see Pupil Premium Strategy- September 2016 and refer to the final column “success criteria” for a review of the impact of our pupil premium funding last year.