

Pupil premium strategy statement (primary)

1. Summary information					
School	Lanner Primary & Nursery School				
Academic Year	2018/19	Total PP budget	£70,050	Date of most recent PP Review	Nov 2018
Total number of pupils	215	Number of pupils eligible for PP	42	Date for next internal review of this strategy	Feb, May, 2019 & Sept 19.

2. Current attainment (based on 2017/18 SATs results)			
<i>Progress is calculated by comparing the key stage 2 test and assessment results of pupils at this school with the results of pupils in schools across England who started with similar assessment results at the end of key stage 1.</i>	<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	40%		70%
% making progress in reading	70%	1.90	80%
% making progress in writing	60%	-2.02	83%
% making progress in maths	60%	0.58	81%

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.	Speaking and language (including reading & phonics knowledge) in early years – including year 1
B.	Low aspirations and experiences of the world
C.	Supporting families and sharing expertise and knowledge of the curriculum and importance of school (attendance)
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance rates for PP children to be in line with national and diminish the gap between non pp

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase the level of GLD in EYFS & Y1 phonics screening so as both are at least in line with national avg.	Target groups of children who are at risk – or have fallen behind their peers. Use of data to track PP children.
B.	Children to experience a range of cultural 'hands on' learning experiences at the start of every topic.	Children will be able to draw on these real life experiences – they will be able to communicate and write about them with a sense of purpose.

C.	Increase parental engagement – increasing parent confidence	Personal invitations to pp families in addition to ongoing school events whereby curriculum strategies are shared.
D.	PP attendance and PA PP attendance to decrease to be at least in line with national average	Children will want to come to school and parents will be supported with any external issues.

5. Planned expenditure**Academic year**

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?
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<p>A. RWI is be implemented across KS1 and where necessary pupils in KS2.</p> <p>AR to be rolled out across KS2.</p>	<p>RWI training for every member of staff involved in delivery. RWI leader to support staff, model lessons, coach and analyse data through frequent assessment to ensure rapid progress is made.</p> <p>AR training for teachers in KS2 alongside English Leader.</p> <p>Refurbishment and moving of the library area – ensuring that there is a good provision of books available for all abilities.</p> <p>Key members of staff trained in AR – then rolled out to all staff members.</p> <p>Improved quality of teaching and additional staff to provide focused support to PP children.</p> <p>All PP children to be enrolled at local library – then rolled out to all children.</p> <p>Guy Claxton – Learning powers training.</p>	<p>High quality systematic and rigorous phonics programme is proven to raise standards.</p> <p>The Sutton Trust research suggests high quality feedback is an effective way to improve attainment.</p> <p>AR will promote engagement in reading and increase the focus of reading at home.</p> <p>Quality first teaching – live marking and feedback to pupils promotes a positive learning ethos. Education Endowment Foundation link the relationship to the teacher as an underpinning principle to improving attainment.</p> <p>A more rigorous approach to assessment in reading.</p>	<p>External CPD undertaken for RWI and AR.</p> <p>Phonics lead to observe and coach colleagues. English Lead to support, observe and coach colleagues.</p> <p>Teachers working in Maths, English and Curriculum sub groups to monitor and assess effective teaching and learning opportunities through creative rich curriculum planning and delivery.</p>	<p>KL, TP</p>	<p>July 2019, informal review February 2019.</p>
Total budgeted cost					£35 000
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?
B. Children to experience a rich enhancing curriculum with a 'hands on' approach.	Additional teacher employed within Y6 to offer booster to PP children. Whole school expectation linked to class trip provision – real life learning opps.	Real life learning has the capacity to stimulate and interest, engagement and participation	Monitored by SLT	KW, CM, TP ALL teachers.	July 2019, informal review February 2019.
	Access to musical instruction. Extra-curricular clubs.	. Varied experiences help to prepare children for living in a global society. Learning a musical instrument develops concentration, creativity, listening and self-esteem. Physical well-being is known to raise self-confidence and self-esteem.	Music services to deliver instruction.		
Total budgeted cost					£24000
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?

<p>Increase parental engagement – increasing parent confidence to support their children.</p>	<p>Personal invitations to PP families to attend pupil/teacher led sessions in reading, writing and maths. Maths mastery CPD for all staff.</p> <p>Open door approach to parents to encourage interaction between school and home.</p> <p>PP families invited on class trips as helpers.</p> <p>Learning mentors to provide support to families to address how school can individually support them.</p> <p>Open morning drop in for PP parents with PP champion.</p>	<p>To raise awareness and understanding of strategies used in class to enable parents to confidently support their children.</p> <p>To develop positive relationships between parents and school staff.</p> <p>To promote enrichment activities for the whole family.</p>	<p>All teachers to offer skills session to parents in a whole class approach.</p> <p>Pastoral team to review</p>	<p>Pastoral Team</p> <p>Pupil Premium Lead</p> <p>Pupil Premium Governor</p>	<p>July 2019, informal review February 2019.</p>
Total budgeted cost					£2050
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?
<p>D. PP attendance and PA PP attendance to decrease to be at least in line with national average</p>	<p>External CPD undertaken. All teaching staff to receive TIS training.</p> <p>The school undertake a county wide approach to improving the support for mental health within children – Trauma Informed Schools.</p> <p>Two learning mentors working to support teachers in providing individual targeted support to PP children.</p>	<p>TIS is a local/nationally recognised programme which supports pupil’s wellbeing.</p> <p>To support staff understanding of the wider issues effecting PP children to promote an ethos of support and understanding.</p>	<p>Pastoral team to monitor the support given to these pupils and provide additional support/resources where appropriate. Liaise with the class teachers.</p>	<p>Pastoral Team, Head and Pupil Premium Lead.</p> <p>Pupil Premium Governor</p>	<p>July 2019, informal review February 2019.</p>

	<p>Attendance manager and Head to monitor pupils and follow up on absences. Letters and informal support given as appropriate.</p> <p>Breakfast Club places offered to improve attendance and enable children to be ready to learn.</p> <p>Class teachers to monitor and assess children vigorously to ensure progress is being made through PP provision maps.</p> <p>Class teachers to provide 1:1 meeting times with PP children to promote a positive relationship and address ongoing support regularly.</p> <p>A whole school approach to develop effective learners through the rollout of a 'Learning Powers' strategy.</p>	<p>To promote well-being and ensure children are ready to learn.</p> <p>The relationship between PP children and their teachers is the foundation of positive classroom experiences so developing a transparent understanding of each child is vital.</p> <p>To support children becoming effective learners to raise attainment and self-esteem</p>	<p>Pupil Premium lead to support teachers in setting up provision maps for their PP children. Pupil Premium lead to monitor and assess its implementation and regular monitoring of its use.</p>		
Total budgeted cost					£6000
Total budget					£70,050

6. Review of expenditure				
Previous Academic Year		Reviewed 15 th Feb 2019 by HT Reviewed 1 st May 2019 By HT & PP Co		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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)	Cost
RWI is to be implemented across KS1 and where necessary pupils in KS2. AR to be rolled out across KS2.	<ul style="list-style-type: none"> Roll out of RWI across EYFS & KS1 Roll out AR for KS2 	<ul style="list-style-type: none"> Data for RWI looking promising – vast majority of groups making progress. Estimate 73% of all pupils pass phonics screening; PP 40% (Y1) Y2 – 2 of the 3 PP to pass the recheck. Overall % 92% by end of year 2 reaching exp standard – in line with national. (Current Y3 – how many have passed screening??) Initial feedback from pupils and parents is positive. We now have starting point data (star test) to measure against. Was rolled out in Spring term. 	<ul style="list-style-type: none"> Regular and accurate assessments (conducted by phonics lead) has proven successful. 2 PP families have proven challenging with regards to lateness therefore missing phonics sessions. Q: Could the timing be changed? AR: Maintenance of high quality library. Library upkeep and day to day organisational costs. 	
ii. Targeted support				
Desired outcome	Chosen action/approach	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)	Cost
Children to experience a rich enhancing curriculum with a 'hands on' approach.	<ul style="list-style-type: none"> Real life learning opportunities Learning powers Maths mastery approach Extra curr clubs 	<ul style="list-style-type: none"> End of KS data on track to meet attainment targets. PPR:KS2 :70% W60% M 60% %. KS1: In school data (TA) showing progress across majority of year groups with a diminishing difference. 	Look to implement strategies to specifically teach tier 2 language during taught reading sessions. English lead to monitor and coordinate. Agreed approach as at May 8 th 2019.	
iii. Other approaches				
Desired outcome	Chosen action/approach	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)	Cost

<p>D. PP attendance and PA PP attendance to decrease to be at least in line with national average</p>	<ul style="list-style-type: none"> • Weekly monitoring of PP children by attendance officer • Monthly meetings between HT and attendance officer. • Personalised 'plans' for children led by teacher. 	<ul style="list-style-type: none"> • Data shows little change from this time last year, however, the data was deemed slightly unreliable this time last year. • PP children (and all children) are rigorously checked for attendance. • Currently at the first stages of prosecution for 4 children (3 of whom are PP PA) 	<ul style="list-style-type: none"> • Continue with monitoring of attendance levels. • Continue with supportive and tailored approach to individual children to promote good attendance. 	
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk