

Pupil premium strategy statement

1. Summary information					
School	Lenham Primary School				
Academic Year	2018-2019	Total PP budget	51,740.00	Date of most recent PP Review	Jan 2019
Total number of pupils	207	Number of pupils eligible for PP	41 (19.8%)	Date for next internal review of this strategy	July 2019

2. Current attainment at end KS2 (July 2018)		
National: Reading 75% GPS 78% Maths 76% Combined 64% (32 chn)	<i>Of Pupils eligible for PP (4 chn)</i>	<i>Of Pupils not eligible for PP</i>
% achieving in reading, writing and maths	50%	71%
% making progress in reading	75%	86%
% making progress in writing	75%	89%
% making progress in maths	50%	79%

Current attainment at end KS1 (July 2018)		
National: Reading 75% Writing 70% Maths 76% (29 chn)	<i>Of Pupils eligible for PP (4 chn)</i>	<i>Of Pupils not eligible for PP</i>
% achieving in reading, writing and maths	25%	88%
% making progress in reading	50%	88%
% making progress in writing	25%	88%
% making progress in maths	25%	96%

Current attainment at end of Early Years (July 2018)		
National: 71.5% GLD (29 chn)	<i>Of Pupils eligible for PP (5 chn)</i>	<i>Of Pupils not eligible for PP</i>
% GLD	100%	71%

1. 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.	Speech and Language	
B.	Attainment in Reading	
C.	Attainment in Writing	
D.	Attainment in Maths	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Early language acquisition Attendance is improved but still PP attendance is lower than Non PP.	
2. Desired outcomes		
		<i>Success criteria</i>
1.	Percentage increase of PP children achieving ARE by the end of KS1. Target 66%	In reading, writing and Maths 4 PP children were expected or above in EYFS, these children should achieve ARE at the end of KS1.
2.	To secure attainment of children who achieved 2b in KS1. To provide an alternate curriculum for children who did not achieve 2b+.	66% of children will achieve ARE in Reading, writing and maths. 1 child will meet his personal target through a bespoke curriculum.
3.	To ensure all PP (who are not SEN) children make at least 6 steps progress in reading, writing and maths.	Data will show that children have achieved 6 steps. Gap will close between PP and non-PP.
4.	PP pupils have had experiences they have previously not had, and are inspired by them. Teachers plan for the 'events' across the year.	Children have attended events they previously hadn't.

3. 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 evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Percentage increase of PP children achieving ARE by the end of KS1. Target 66%	<p>Class books are shared and purchased for pupils and work is linked to them, where appropriate.</p> <p>Structured daily guided reading sessions across the school.</p> <p>Fluid phonics groupings.</p> <p>Termly visits to the local library in order to share and enjoy books as well as encourage membership of the library.</p> <p>Access to high quality additional support</p> <p>Maths Whizz purchased for home and school use to help consolidate maths understanding.</p> <p>Using Talk for Writing approach to improve the quality of writing.</p>	<p>*There is a growing body of evidence which illustrates the importance of reading for pleasure, for both educational purposes as well as personal development (Rumbold & Clark, 2006).</p> <p>*Reading is an important gateway to personal development and to social, economic and civic life (Holden, 2004)</p> <p>*"If you don't read with good comprehension from an early age then it's hard to understand text across the entire curriculum, and that will affect learning in a range of subject areas, beyond what we commonly think of as 'literacy'. Moreover, good comprehension is important in understanding the world more generally." (Cain, 2016)</p> <p>* Best leaders ensure that additional support is of high quality (Ofsted pupil Premium: an update 2014)</p> <p>Maths Whizz research has shown children make accelerated progress when achieving 45 minutes a week on the program.</p> <p>Impact in local schools has been incredibly positive.</p>	<p>PPMs- PP children are discussed at every meeting and monitored closely.</p> <p>English Lead subject monitoring</p> <p>Termly monitoring by SLT – including lesson observations, book scrutinies, pupil voice</p> <p>Resources purchased</p> <p>Well planned range of class books across academic year</p> <p>Ensure all classes visit library termly</p> <p>Guided reading sessions delivered daily across the school</p> <p>Monitoring weekly minutes, providing children with IT hardware to access program more regularly and inviting them to an after school club.</p> <p>Termly book monitoring with staff and governors. Governor target.</p>	<p>SLT</p> <p>Eng Lead</p> <p>HT</p> <p>Teachers</p> <p>Eng Lead</p> <p>Eng Lead</p> <p>Teachers</p> <p>Maths Leader</p> <p>Eng Lead</p>	<p><u>Termly, via:</u> PPMs Monitoring Moderation Eng Lead monitoring Data reports</p>

<p>To secure attainment of children who achieved 2b in KS1.</p>	<p>Class books are shared and purchased for pupils and work is linked to them, where appropriate.</p> <p>Structured daily guided reading sessions across the school.</p> <p>Fluid phonics groupings.</p> <p>Termly visits to the local library in order to share and enjoy books as well as encourage membership of the library.</p> <p>Access to high quality additional support</p> <p>Maths Whizz purchased for home and school use to help consolidate maths understanding.</p> <p>Using Talk for Writing approach to improve the quality of writing.</p>	<p>*There is a growing body of evidence which illustrates the importance of reading for pleasure, for both educational purposes as well as personal development (Rumbold & Clark, 2006).</p> <p>*Reading is an important gateway to personal development and to social, economic and civic life (Holden, 2004)</p> <p>*"If you don't read with good comprehension from an early age then it's hard to understand text across the entire curriculum, and that will affect learning in a range of subject areas, beyond what we commonly think of as 'literacy'. Moreover, good comprehension is important in understanding the world more generally." (Cain, 2016)</p> <p>* Best leaders ensure that additional support is of high quality (Ofsted pupil Premium: an update 2014)</p> <p>Maths Whizz research has shown children make accelerated progress when achieving 45 minutes a week on the program.</p> <p>Impact in local schools has been incredibly positive.</p>	<p>PPMs- PP children are discussed at every meeting and monitored closely.</p> <p>English Lead subject monitoring</p> <p>Termly monitoring by SLT – including lesson observations, book scrutinies, pupil voice</p> <p>Resources purchased</p> <p>Well planned range of class books across academic year</p> <p>Ensure all classes visit library termly</p> <p>Guided reading sessions delivered daily across the school</p> <p>Monitoring weekly minutes, providing children with IT hardware to access program more regularly and inviting them to an after school club.</p> <p>Termly book monitoring with staff and governors. Governor target.</p>	<p>SLT</p> <p>Eng Lead</p> <p>HT</p> <p>Teachers</p> <p>Eng Lead</p> <p>Eng Lead</p> <p>Teachers</p> <p>Maths Leader</p> <p>Eng Lead</p> <p>SENCO</p>	<p><u>Termly, via:</u> PPMs Monitoring Moderation Eng Lead monitoring Data reports</p>
<p>To provide an alternate curriculum for children who did not achieve 2b+.</p>	<p>CT to plan a bespoke curriculum which is delivered by CT or TA. This focuses on gaps in children's understanding and shows progress against individual targets.</p>	<p>Bespoke curriculum through targeted differentiation has shown to have impact</p> <p>*EEF</p>	<p>PPMs</p>	<p>SENCO</p>	

Provide PP children with teaching aids to help raise attainment and progress.	PP children in Yr1 – 6 to receive a laptop or Ipad to support differentiated learning. Allowing children to access resources during lessons individually to support their understanding.	This will allow the children to type work which will help support writing. It will also help them access resources like maths whizz further and engage them. For pupil premium children , introducing access to technology can help engage these children in any subject. Firstly, those children who are eligible for pupil premium will not have the same access to technology as their peers and will feel left out. Make education	Termly monitoring by SLT – including lesson observations, book scrutinies, pupil voice Resources purchased Literacy and Maths monitoring.	SLT Eng and Maths lead HT	<u>Termly, via:</u> PPMs Monitoring Moderation Eng Lead monitoring Data reports
Milk and dinners	LAC have milk and dinner provided.	Children can concentrate better when provided with a snack and warm dinner.		HT	
PE Kits	Children have the same kit as everyone else and can fully access the curriculum.	Children who can join in and feel part of the school community achieve better.		HT	

Total budgeted cost 38, 236.00

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?
To provide speech and language support in house regularly to EY children.	Children tested in Reception and identified. Regular interventions to take place. 2 members of staff- 1 member focused on PP children.	Children are joining the school with speech and language issues. The waiting list to be seen is very long; this means interventions can take place quicker.	Assessment at the beginning and end of a set number of sessions.	Assistant HT/SENCo	Reviewed weekly in house and after 6 sessions. Assessment taken in term 1 and term 5.
To ensure all PP (who are not SEN) children make at least 6 steps progress in reading, writing and maths.	PP pupils read to an adult daily. Structured interventions, based on individual needs Copies of the book are bought for the PP pupils to encourage them to read something they have enjoyed. PP pupils are a focus of daily sessions PP children have access to support resources- maths	*EEF *Access to copies of class text may encourage PP child to read Access to additional resources may encourage PP children to do additional work in their own time.	Clear plan of all pupils who need to read daily – including allocated adult PPMs English Lead/Maths Lead subject monitoring Termly monitoring by SLT – including lesson observations, book scrutinies, pupil voice, data Guided reading sessions delivered daily across the school	SLT & English Lead SLT	<u>Termly, via:</u> PPMs Data reports

	resources, IT resources.				
Providing counselling for children identified by outside agencies as needing it.	These children would not be able to access this facility and would struggle to focus in school.	Children need to feel happy and safe to learn.	DSL will liaise with counselling team. CT feedback	DSL	
Ed Psych support	Child needs access to resources which cannot be accessed without Ed psych report	Child will have access to outside resources.	SENCo will liaise	SENCO	
PP pupils have had experiences they have previously not had, and are inspired by them. Teachers plan for the 'events' across the year.	Subsidise all school trips to ensure all PP pupils access different learning experiences .	PP participation in day visits, swimming, after school clubs and residential trips. Subsidising is the fairest way to ensure all pupils participate in educational visits. Subsidies may include provision for extra staffing	Promote understanding that visits are subsidised and offer payment plans for anyone who requires it.	SLT / Admin Team	<u>Termly, via:</u> PPMs Monitoring: planning, PP spending,

<p>% of PP pupils whose attendance is <95% is decreased</p>	<p>Continue to offer breakfast club for individuals who may not have access to a breakfast before school</p> <p>Complete regular and rigorous attendance reports which are followed up with meetings and referrals if necessary</p>	<p>The school will work with parents and carers to improve the punctuality and attendance of children, particularly those from vulnerable groups. Support families to promote early engagement with the school and their children's learning. This approach is intended to increase the possibility of improving outcomes for children by attending school more regularly.</p>	<p>Rigorous call back procedure to chase absences</p> <p>Reintroduction of attendance certificates to Celebration assembly (Termly 100%)</p> <p>Timetabled reports for attendance monitoring throughout the year</p>	<p>Admin team</p> <p>Admin Team</p> <p>Admin Team</p>	<p><u>Termly, via:</u> Letters to parents, if nec. Headteacher's report to Gobs Celebration assemblies</p>
Total budgeted cost					8,133.00

4. Additional detail