Pupil Premium Strategy for **Lenham Primary School**

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| Summary Information | | | | | |
| **Academic Year** | (T6: ‘16-’17)  2017-2018 | **Total PP Budget** | £45k tbc | **Date of Most Recent PP Review** | May ‘17 |
| **Total Number of Pupils** | 208 | **Number of Pupils Eligible For PP** | 38 (May ‘17) | **Date For Next Internal Review** | Nov ‘17 |

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| Current Attainment (July 2017) | | | | | | | |
|  |  | **ALL** | **ALL**  **(Nat Ave)** | **PP**  **(LPS)** | **PP**  **(Nat Ave)** | **Not PP**  **(LPS)** | **Not PP**  **(Nat Ave)** |
| EYFS | % achieving GLD |  |  |  |  |  |  |
| % achieving expected + Reading |  |  |  |  |  |  |
| % achieving expected + Writing |  |  |  |  |  |  |
| % achieving expected + Number |  |  |  |  |  |  |
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| Y1 | % achieving Phonics standard | 27/30  (90%) |  | 2/3  (66.7%) |  | 25/27  (92.6%) |  |
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| KS1 | % achieving ‘age-expected’+ / 100+ in Reading, Writing (TA) & Maths |  |  |  |  |  |  |
| % achieving ‘age-expected’+ / 100+ in Reading | 19/30  (63.3%) |  | 2/4 (50%) |  | 17/26  (65.4%) |  |
| % achieving ‘age-expected’+ in Reading (TA) |  |  |  |  |  |  |
| % achieving ‘age-expected’+ / 100+ in Writing (TA) |  |  |  |  |  |  |
| % achieving ‘age-expected’+ in SPAG | 15/30  (50%) |  | 2/4  (50%) |  | 13/26  (50%) |  |
| % achieving ‘age-expected’+ / 100+ in Maths | 15/30  (50%) |  | 1/4  (25%) |  | 14/26  (53.8%) |  |
| % achieving ‘age-expected’+ in Maths (TA) |  |  |  |  |  |  |
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| KS2 | % achieving ‘age-expected’+ / 100+ in Reading, Writing (GPS) & Maths |  |  |  |  |  |  |
| % achieving ‘age-expected’+ / 100+ in Reading |  |  |  |  |  |  |
| % achieving ‘age-expected’+ in Reading (TA) | 20/29  (69.0%) |  | 6/11  (54.5%) |  | 14/18  (77.8%) |  |
| % achieving ‘age-expected’+ / 100+ in Writing (GPS) |  |  |  |  |  |  |
| % achieving ‘age-expected’+ in Writing (TA) | 18/29  (62.1%) |  | 6/11  (54.5%) |  | 12/18  (66.7%) |  |
| % achieving ‘age-expected’+ / 100+ in Maths |  |  |  |  |  |  |
| % achieving ‘age-expected’+ in Maths (TA) | 22/29  (72.9%) |  | 6/11  (54.5%) |  | 16/18  (88.9%) |  |

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| Barriers to future attainment *(for PP pupils, inc. high ability)* | |
| **In-school barriers *(issues to be addressed in school, such as poor oral language skills)*** | |
| **A** | **Attainment in Reading**: 56.4% of PP / Vulnerable pupils (22/39) are working below ARE (‘Term 5 PP Spending Report’). Aim: To increase the proportion of PP / Vulnerable pupils working at ARE – especially those in Years 1-3. |
| **B** | **Attainment in Writing**: 64.1% of PP / Vulnerable pupils (25/39) are working below ARE (‘Term 5 PP Spending Report’). Aim: To increase the proportion of PP / Vulnerable pupils working at ARE – especially those in Years 3-6. |
| **C** | **Low** **Self-esteem**: During PPMs (Terms 1-5; See PPM notes), the majority of teachers mentioned at least 1 PP / Vulnerable pupil who was lacking in self-esteem (‘PP List Jan 2017 census details). Aim: Pupils to have a positive opinion of themselves and to be able to name what they are good at, and how they can access support for the areas they need to improve. |
| **External barriers *(issues which also require action outside of school, such as low attendance rates)*** | |
| **D** | **Attendance <95%**: 59.5% of PP / Vulnerable pupils (at June 2017) have attendance <95% (25/42). 6 of these pupils have attendance <90%. Aim: to increase attendance at school, by developing the pupils’ positivity surrounding school-life. |
| **E** | **Life experiences**: Many of our PP pupils lack life experiences, so therefore lack ideas when writing (Pupil Voice). Aim: to create ‘real-life’, active experiences for the pupils in order to support their learning in school, and for their futures. |

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| Desired Outcomes (and how they will be measured) | | | |
|  | **Outcome** | **Evidence** | **Measure** |
| **A** | % of PP pupils attaining ARE for Reading improves. | Termly data sheets; Termly PP monitoring of spending; Measures from interventions; Monitoring (lesson observations, book scrutinies – Group Reading); Pupil Voice | The proportion of PP pupils ARE improves and the gap between PP & not PP pupils closes further. |
| **B** | % of PP pupils attaining ARE for Writing improves. | Termly data sheets; Termly PP monitoring of spending; Measures from interventions; Monitoring (lesson observations, book scrutinies); Pupil Voice | The proportion of PP pupils ARE improves and the gap between PP & not PP pupils closes further. |
| **C** | PP pupils’ have positive attitudes towards school and their own abilities | Pupil Voice, attendance monitoring, case studies, behaviour log, Boxall, questionnaires | Pupils are able to talk positively about their school life and what they are good at. They are also more resilient when tackling problems and their attendance for the same points in the year are improved. |
| **D** | % of PP pupils whose attendance is <95% is decreased – especially the number whose attendance is <90% | Attendance monitoring; target group meetings; meetings with parents | PP pupils’ attendance increases; Pupils feel happier about coming to school. |
| **E** | PP pupils have had experiences they have previously not had, and are inspired by them. Teachers plan for the ‘events’ across the year. | Book scrutiny; teachers’ planning; PPMs; case studies; Pupil Voice; evaluation of lessons | Pupils’ interest in their work increases and therefore attainment and progress improves |

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| Planned Expenditure 2017-2018 | | | | | |
| **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rational for this choice?** | **How will you ensure it is implemented?** | **Staff lead** | **When will you review implementation?** |
| A.  % of PP pupils attaining ARE for Reading in Yr 1 to Yr 3 improves. | Class books are shared with pupils and work is linked to them, where appropriate.  Structured daily guided reading sessions across the school  Fluid phonics groupings  Termly visits to the local library in order to share and enjoy books as well as encourage membership of the library.  Acccess to high quality additional support | \*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).  \*Reading is an important gateway to personal development and to social, economic and civic life (Holden, 2004)  \*"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)  \* Best leaders ensure that additional support Is of high quality (Ofsted pupil Premium: an update 2014) | PPMs  English Lead subject monitoring  Termly monitoring by SLT – including lesson observations, book scrutinies, pupil voice  Resources purchased  Termly SDM  Well planned range of class books across academic year  Ensure all classes visit library termly  Guided reading sessions delivered daily across the school  Robust performance management for support staff  Access to CPD for staff | SLT  Eng Lead  Hdtchr  Teachers  Eng Lead  Eng Lead  Teachers  Teachers  Eng Lead  Hdtchr  Hdtchr | Termly, via:  PPMs  Monitoring  Moderation  Eng Lead monitoring  Headteacher reports  Data reports  SAP/SEF |
| B.  % of PP pupils attaining ARE for Writing in Yr 3 to Yr6 improves. | Development of effective marking and feedback policy  Celebrating success through use of One Page Wonder Club and Wonder Wall to display examples of good writing and progress  Timetables ‘Fix-it-time’ at the start of each lesson to ensure pupils’ respond to marking  Use of writing conferencing from teaching staff during writing process  Introduction of ‘Talk for Writing’ ethos across the school (from Sept 2017)  Record of evidence ticksheets at the front of books, will allow for quick target setting | \* Invest some of the PP in longer term change which will help all pupils. Many different sources e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attaninment.  \* Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking (A marked improvement? EEF 2016) | Use INSET days to deliver training  Peer observation (including scrutiny of marking) to embed good practice across the school  Fix-it-Time embedded in daily timetable across the school  SDMs: To create and simplify records of work scrutiny in pupils’ book (in prep for moderation (July 2017) | All staff  SLT  Eng lead | Termly, via:  PPMs  Monitoring  Eng Lead monitoring  Moderation  Headteacher reports  Data reports  SAP/SEF |
| **Notes:** | | | | Total Cost | £6,000 |

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| **Targeted Support** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rational for this choice?** | **How will you ensure it is implemented?** | **Staff lead** | | **When will you review implementation?** |
| A.  % of PP pupils attaining ARE for Reading in Yr 1 to Yr 3 improves.. | PP pupils read to an adult daily.  Structured interventions, based on individual needs  Story Hunters (Literacy Trust) books & activities to be bought and shared with Year 4 PP pupils  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 group reading sessions  PP pupils improvements in Reading are celebrated with headteacher & parents  Access to Read 2 Dogs schemem through Pets as Therapy (PAT) | \*EEF  \*Access to copies of class text may encourage PP child to read  \*Research shows that young people can become nervous and stressed when reading to others in a group. However when a PAT dog enters the group they often become less self -conscious and more confident as the dogs are non-judgemental  (PAT website 2015) | Clear plan of all pupils who need to read daily – including allocated adult  Ask for volunteers for Term 1, in July 2017  PPMs  English Lead subject monitoring  Termly monitoring by SLT – including lesson observations, book scrutinies, pupil voice, data  Guided reading sessions delivered daily across the school | Hdtchr  Admin staff  SLT  English lead  SLT  English Lead | | Termly, via:  PPMs  Monitoring  Eng Lead monitoring  Moderation  Headteacher reports  Data reports  SAP/SEF  Reading Records |
| B.  % of PP pupils attaining ARE for Writing in Yr 3 to Yr6 improves. | PP invited to writing conference tea party with HT  PP children to have examples of written work on ‘Wonder Wall’  Use of ipad apps to target spelling weaknesses | Strategy used in 2016/2017 and those children who attended made good progress in writing  Children at Lenham ‘like to know that they are doing well’ (Pupil Voice survey Term 5 2017) and the use of a ‘Wonder Wall’ celebrates good quality work and progress  Pupils acknowledge that using the Pad, regardless of the activity, hled their concentration levels  (An evaluation of iPad implementation across a network of primary schools 2014) | Timetabled sessions for ‘Tea party’ conferencing  ‘Wonder Wall’ evident in each class  PP children are focus during writing sessions. Verbal feedback used during the lesson to illicit a response. | Hdtchr  All teachers  All teachers | | Termly, via:  PPMs  Monitoring – inc. Learning Walks  Eng Lead monitoring  Moderation  Headteacher reports  Data reports  SAP/SEF |
| C.  PP pupils’ have positive attitudes towards school and their own abilities | Arture (Art and Nurture club)  Regular use of Self-Esteem games in PSHE lessons  Uniform subsidy  Group work (self-esteem games) with Hdtchr | Social and emotional learning has been found to have a positive impact on raising attainment, dependent on how the skills learnt in groups applied in whole school situations (EEF). Many children at school have had troubled backgrounds and need opportunities in small groups to discuss feelings and emotions. Small group activities with less academic themes enable children to focus on their emotions  Self-esteem of children is raised when they have the appropriate uniform | Arture (Art and Nurture group) to be set up and PP children invited along  Self-Esteem games present on PSHE plan  Group work timetabled | ?  PSHE lead (KC)  Hdtchr  SENCo | | Termly, via:  PPMs  Headteacher reports  SAP/SEF  Pupil Voice  Twice yearly:  Boxall m’ment |
| E.  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 | | Termly, via:  PPMs  Monitoring: planning, PP spending,  EV Policy review  Headteacher reports  Data reports  SAP/SEF  Reading Records |
| **Notes:** | | | | Total Cost | | £8,000 |
| **Other approaches** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rational for this choice?** | **How will you ensure it is implemented?** | **Staff lead** | **When will you review implementation?** | |
| C.  % of PP pupils whose attendance is <95% is decreased – especially the number whose attendance is <90% | Continue to offer breakfast club for individuals who may not have access to a breakfast before school  Complete regular and rigourous attendance reports which are followed up with meetings and referrals if necessary | 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. | Rigorous call back procedure to chase absences  Reintroduction of attendance certificates to Celebration assembly (Termly 100%)  Timetabled reports for attendance monitoring throughout the year | Admin team  Admin Team  Admin Team | Termly, via:  Letters to parents, if nec.  Headteacher’s report to Govs  Celebration assemblies | |
| D.  % of PP pupils whose attendance is <95% is decreased – especially the number whose attendance is <90% | Whole school, termly promotion of termly 100% attendance.  Monthly Attendance Ted & Punctuality Pup data to be published in newsletter | \* ‘[the government claims] … pupils missing up to 14 days of school in key stage 2 (ages seven to 11) are a quarter less likely to achieve level five or above in reading, writing or maths tests than those with no absence.’ The Guardian, Feb 2015, ref DFE: ‘The Link Between Achievement & Attendance’ | Work with families – alert via newsletters, website, etc.  Admin staff informed and deadlines set.  Positives shared with all stakeholders | Admin team  Admin team  Admin team | Monthly, via:  Newsletters  Termly, via:  Hdtchr report to governors | |
| E.  PP pupils have had experiences they have previously not had, and are inspired by them. Teachers plan for the ‘events’ across the year. | The school’s curriculum is broad, includes celebration of achievements in all areas , is linked to real-life experiences & allows experiences which are not just ‘desk-based’ . | \* ‘[a broad & balanced curriculum] promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares pupils at the school for opportunities, responsibilities and experiences of alter life.’ NAHT, 2016  ‘Children from 125 schools across the South West of England are happier, healthier and more motivated to learn thanks to a new project commissioned by Natural England that has turned the outdoors into a classroom and helped schools transform ways of teaching.’ Gov.co.uk, July 2016 | Inspired teaching – through INSETs & SDMs  Long term planning reviewed in July 2017  Weekly LOTC (in. evaluations)  Paperless days (in. evaluations) | SLT  SLT; Subject leaders  SLT  SLT |  | |
| **Notes:** | | | | Total Cost | £6,000 | |

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| Review of Expenditure 2017-2018 | | | | |
| **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact**: did you meet the success criteria? Include impact on not PP, if appropriate | **Lessons learned** (and whether you will continue with this approach) | Cost |
|  |  |  |  |  |
| Notes: | | | Total Cost | £ |
| **Targeted Support** | | | | |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact**: did you meet the success criteria? Include impact on not PP, if appropriate | **Lessons learned** (and whether you will continue with this approach) | Cost |
|  |  |  |  |  |
| Notes: | | | Total Cost | £ |
| **Other approaches** | | | | |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact**: did you meet the success criteria? Include impact on not PP, if appropriate | **Lessons learned** (and whether you will continue with this approach) | Cost |
|  |  |  |  |  |
| Notes: | | | Total Cost | £ |
| Further additional comments or evidence relating to the information above: | | | | |