



Lothersdale Primary School Pupil Premium Report



The Pupil Premium is a sum of money the school receives from the Department for Education (DFE) for each pupil who is either in receipt of Free School Meals (FSM) or is a Looked After Child (LAC). Nationally the statistics show that these pupils achieve less well than other children. The aim of the Pupil Premium money is to try to close that attainment gap.

“It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility”. (DFE)

Principles:

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed.
- In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged.
- We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Provision:

The range of provision the School may consider, include:

- Providing small group work with an experienced teacher focussed on overcoming gaps in learning.
- 1-1 support.
- Additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies.
- Acquiring effective materials aimed at raising standards, particularly in reading and mathematics.
- Pupil premium resources may also be used to target able children on FSM to achieve ‘mastery’ of their age related expectations.
- The school will publish information on how they have used their Pupil Premium Grant to address the issue of ‘narrowing the gap’, for socially disadvantaged pupils.
- Setting up a wide range of extra-curricular clubs and other enrichment activities which provide opportunities to extend skills.
- Providing extra teaching hours to support some of our youngest children, enabling them to achieve their learning goals sooner.

Allocation:

- Pupil premium funding will be allocated following a needs analysis, which will identify groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Pupil premium strategy statement

1. Summary information					
School	Lothersdale Primary School				
Academic Year	2017/18	Total PP budget	£13,299	Date of most recent PP Review	Sept 2017
Total number of pupils	112	Number of pupils eligible for PP	8	Date for next PP Strategy Review	Sept 2018

2. Current attainment (based on July 2017 data)		
	<i>Pupils eligible for PP at Lothersdale</i>	<i>All Pupils</i>
EYFS GLD %	0%	73.3%
Year 1 Phonics %	100%	100%
Year 2 KS1 Reading, Writing and Maths combined	100%	87.5%
Year 6 KS2 reading, Writing and maths combined	n/a	92.3%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Lower attainment rates of pupils eligible for PPG in EYFS could potentially affect pupils' ability to reach end of year expectations in Key Stage 1.
B.	Lower progress rates in pupils eligible for PPG in KS2 in writing, compared to reading and maths could result in lower % of children achieving expected in KS2
C.	Low self-esteem and reduced learning skills- including those eligible for PPG could affect attainment and progress rates by the end of Year 6 and affect their transition to KS3.
External barriers	
D.	Small group of children eligible for PPG have emotional and behavioural difficulties which could affect learning behaviours and in turn their progress and attainment.
E.	Reduced opportunities for extra-curricular activities for pupils eligible for PPG could result in lower skill development across the curriculum.
F.	Language delay of one pupil eligible for PPG could affect their progress compared to their peers.

4. Desired Outcomes		Success criteria
A.	Higher rates of attainment in reading, writing and maths in KS1 for pupils eligible for PPG.	Pupils eligible for PPG in KS1 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Higher rates of progress in KS2 writing for pupils eligible for PPG.	Pupils eligible for PPG make as much progress in writing as they do in reading and maths by the end of Year 6.
C.	Improved social and emotional skills and attitudes to learning for all pupils including those eligible for PPG.	<p>Increase in self-esteem for pupils eligible for PPG as shown in self-esteem and well-being questionnaire.</p> <p>Building positive relationships project completed with those PPG who need support, increasing self-esteem and reducing episodes of conflict with peers.</p> <p>Pupils in Year 6 develop empowering learning skills further in readiness for KS3 using evidence from pre/post learning</p>
D.	Increased extra-curricular opportunities for pupils eligible for PPG	Pupils eligible for PPG have increased number of opportunities to attend after school provision including after school clubs, holiday clubs, school trips including residential trips and swimming, peripatetic music lessons and other extra-curricular opportunities that may arise throughout the year. Monitoring of group lists show that PP children are attending and accessing opportunities.
E.	Narrow the gap between child eligible for PPG with language delay and their peers	Pupil eligible for PPG makes significant gains in language development and the gap closes with peers.

5. Planned expenditure

Academic year

2017/18

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 and 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?
A. Higher rates of attainment in reading, writing and maths in KS1 for pupils eligible for PPG.	Part fund provision of teaching assistants to support Wave 1/2 teaching.	HLTA to provide support to class teacher to support Wave 1/2 teaching. Working in small groups and 1:1 provision where appropriate. This leads to increased progress rates.	Termly action plan reviews. Class teacher to oversee provision and progress of individuals. Weekly team meetings and monthly pupil progress meetings to discuss provision. Termly action plan reviews.	KS1 Leader	Ongoing. Weekly team meetings. Monthly pupil progress meetings. Final review July 2018.
	Part fund provision of experienced teacher to deliver Wave 2 interventions.	Teacher to deliver reading, writing and maths intervention to pupils not making expected progress to enable them to catch up. Focus on feedback leads to high impact and increased progress.	Pupils to complete pre and post learning assessments to quantify progress made and recorded on provision maps. Discussed in Pupil Progress staff meetings.	KS1 Leader	Ongoing. Monthly pupil progress meetings. Termly action plan review. Staff pupil progress meetings. Final review July 2018.

B. Higher rates of progress in KS2 writing, spelling and handwriting for pupils eligible for PPG.	Part fund provision of teaching assistants to support Wave 1/2 teaching. Part fund provision of 2 experienced teachers to deliver Wave 2 interventions.	TA's to provide support to class teacher to support Wave 1/2 teaching. Working in small groups and 1:1 provision where appropriate. This leads to increased progress rates. Teacher to deliver paired writing workshops with regular feedback leading to greater progress rates.	Class teachers to oversee provision and progress of individuals. Weekly team meetings and monthly pupil progress meetings to discuss provision. Termly action plan reviews.	KS2 Leader	Ongoing. Weekly team meetings. Monthly pupil progress meetings. Final review July 2018.
Total budgeted cost					£11,786
ii. 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?
C. Improved social and emotional skills and attitudes to learning for all pupils including those eligible for PPG.	Self Esteem and nurture groups to boost social and emotional development led by TA 2 x 30 mins per week	Vital support for children to ensure they are happy at school and make good progress. PAC-UK	Pre and post assessment; improved social and emotional skills; improved progress rates.	HT	Ongoing. Review each half term to July 2018.
D. Increased extra-curricular opportunities for pupils eligible for PPG to boost self-esteem.	-North Yorkshire County Council music lessons in school for pupils in KS2. -Swimming in KS1 and 2.	To increase opportunities for children eligible for PPG to boost self-esteem with increased activities in school and allow home funding to be released to access more opportunities after school.	School office to monitor	HT	Ongoing. Review July 2018.
E. Continue to close the gap between child with language delay and peers	TA lead TalkBoost intervention and repeat sessions from programme as necessary.	Talk Boost is a targeted and evidenced based intervention, which supports language delayed children in KS1 to make progress with their language and communication skills.	Class teacher and KS1 lead to monitor	HT	Ongoing. Review termly through Pupil progress meetings. Final review July 2018.
Total budgeted cost					£1619.50

E. Review of expenditure

Previous Academic Year		2016/17		
i. Quality of teaching for all, targeted support and other approaches				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
To ensure all children in receipt of the pupil premium meet their end of year expectation in reading, writing and maths.	<ul style="list-style-type: none"> Intervention group teaching from allocated T.A in EYFS for S&L, Phonics, reading, writing and maths. Intervention group teaching from HLTA in Key Stage 1 for phonics, reading, writing and maths. Intervention group teaching from allocated teacher in Key Stage 1 for phonics, reading, writing and maths. Intervention group teaching by allocated teacher in Lower Key Stage 2 for reading, writing and maths. Intervention group teaching by allocated teacher in Upper Key Stage 2 for reading, writing and maths. Intervention group teaching from T.A's in Key Stage 1 and 2: phonics, spelling, reading, writing, maths. ThirdSpace learning 1:1 maths programme for Year 5. 	<p>High Impact:</p> <ul style="list-style-type: none"> -100% of children eligible for PPG achieved pass mark for Year 1 phonics test. -100% met expectations for reading and writing in Year 2 STA's. -83% of PP children met age related expectations (Y1-6) in Reading, maths and GPS. 67% of PP children met age related expectations (Y1-6) for writing. -child with language delay in EYFS made significant progress in Communication and Language(signed off by enhanced mainstream provision) 	<ul style="list-style-type: none"> -Continue to ensure all interventions are evaluated using evidence. -Look at the possibility of conducting same day interventions in mathematics. -Interventions run by experienced teachers and TAs had greatest impact. Focus on feedback also gave greatest impact. This needs to continue. - Need to target writing/spelling next year. 	£11,800
To improve fine motor skills and pupil's handwriting in KS1.	<ul style="list-style-type: none"> Intervention group and new resources purchased to develop strength of pincer and tripod grip in. 	Medium impact. Some improvements in overall handwriting and presentation.	Continue next year. Whole school transition to continuous cursive handwriting style	£100
Improve access to football coaches to improve gross motor skills	<ul style="list-style-type: none"> Two football coaches employed for KS1 football sessions to enable a ratio of 2adults:16 pupils 	Medium Impact. Achieved objective: to optimise KS1 children's gross motor skills development.	Seek another opportunity next academic year to employ two sports coaches to further improve gross motor skills.	£325

<p>Improve ability to communicate with peers for those children with language delay in EYFS and KS1</p>	<ul style="list-style-type: none"> • All KS1 Teachers and TAs trained in how to deliver TalkBoost intervention. TalkBoost materials purchased to enable delivery of the programme. Intervention delivered in small group of 3 children. • Purchase additional resources for use in EYFS classroom 	<p>High impact. Significant gains in expressive language and communication with peers.</p>	<p>Continue next year with child in Year 1 and utilise resources with children in EYFS as necessary.</p>	<p>£1,110</p>
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<p>F. Additional detail</p>
<p>N/A</p>