



Review of Pupil Premium Strategy for 2017-2018

2017-2018: Pupil Premium Grant

The pupil premium grant is additional funding for schools to use to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. 'Disadvantaged' pupils include;

- Pupils on Free School Meals (FSM), or those that have been identified as FSM in the past six years (Ever 6 FSM)
- Children in care, or who have been in care

Funding is also given to children from Service families, known as Service Premium.

Overview of Landkey Primary School

2017-2018 (figures from Sept17) (Feb 18)			
Number of pupils on roll	198 (194)		
	Reception	Y1-Y6	Total
Number of PP pupils	4 (3)	27 (21)	£1320 x30 £1900 x 1
Total amount of PP to be received in 2017-2018(est)			£39,600 £1,900 £41,500 £31,740
Actual amount received 2017-2018 (Sept 18)			£36990

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		Current attainment – Year 2 2016-17				
2 children eligible		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Gap (school)</i>	<i>Gap(national)</i>
% achieving expected or above in reading, writing and maths		R – 50%; W – 0%; Maths – 50%	R – 78%; W –78%; Maths – 89%			
Progress in reading		100%	78%			
Progress in writing		100%	93%			
Progress in maths		100%	78%			
		Current attainment – Year 6 2016-17				
10 children eligible		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Gap (school)</i>	<i>Gap(national)</i>
% achieving expected or above in reading, writing and maths		60%	90%	61%	-30%	-1%
ARE in reading		100%	95%	77%	+5%	+23%
ARE in writing		80%	90%	81%	-10%	-1%
ARE in maths		70%	95%	80%	-25%	-10%
Average progress in reading		100%	75%		+25%	
Progress in writing		70%	65%		+5%	
Progress in maths		60%	70%		-10%	

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Barriers to future attainment (for pupils eligible for PP) in Landkey Primary:

In-school barriers <i>(issues to be addressed in school)</i>	
A	Attainment gaps in some year groups and areas of the curriculum compared to non-PP and nationally
B	Many PP children have additional needs (47%)
C	Some KS2 PP children do not perform well in writing (53% not on track)
D	Higher ability PP not all achieving greater depth/high score at the end of Key Stages
E	Attendance for PP children is average but persistent absence is below average
External barriers <i>(issues which also require action outside school)</i>	
F	Some PP children continue to have limited experience of wider learning opportunities which affect their learning behaviour and knowledge of the world.
G	Parents are enthusiastic and positive but need to access additional support from school
H	Low level aspiration
1. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>	
	Success criteria
A	Attainment gaps between PP and non-PP in school and nationally will continue to close
B	To increase the number of PP children with additional needs who will continue to make at least adequate progress.
	<p>Aspirational targets set for end of key stages: Targets below are for PPG children EYFS GLD- 75% Phonics – 92% End of KS1 EXS –reading 75%, writing 75%, maths 100%, End of KS2 EXS - reading 80%, GAPS 80%, writing 80%, maths 80% Y1- reading 83%, , writing 67%, maths 83% Y3 –reading 50%, writing 0%, maths 50% Y4 –reading 50%, writing 50%, maths 50% Y5 –reading 86 %, writing 67%, maths 83%</p> <p>Attainment gaps to decrease (see 2016-2017 Data analysis of PP with additional needs) Reading – focus on Reception and Y3 Writing – Focus in Y2-Y5 Maths – Focus in Y3 and Y4</p>

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C	To increase the number of KS2 PP on track to achieve ARE in writing.	Number of PPG KS2 pupils on track to achieve ARE in writing to increase from 48% to 81% (in line with national benchmark 2017)
D	The number of PP children achieving greater depth or high score will increase	<p>Aspirational targets set for end of key stages:</p> <p>Targets for PPG pupils are :</p> <p>EYFS Exceeding- 25%</p> <p>End of KS1 GDS (Total of 4 pupils) - reading 50%, writing 25%, maths 25%</p> <p>End of KS2 GDS/High Score (Total of 5 pupils) - - reading 60%, GAPS 60%, writing 40%, maths 60%</p> <p>Y1-reading 34%, writing 17%, maths 17%</p> <p>Y3-reading 0%, writing 0% maths 0%</p> <p>Y4- reading 0%, writing 0% maths 0%</p> <p>Y5- reading 50%, writing 34% maths 50%</p>
E	To continue to improve attendance figures for PP children	PP children in line with national above average figures (4.39% to 3.9%) and persistent absence to decrease from 3.39%
F	To continue to ensure PP children have access to the same opportunities and experiences as their non-PP peers	Data shows that PP have equal access to extra-curricular activities, roles and responsibilities compared to non-PP peers. Pupil questionnaires show they feel included and valued.
G	To continue to embed TAF process and involvement of SENCo and multi-agencies.	100% of PP with additional needs have access to SEN provision and involvement from SENCo/agencies
H	PP pupils talk with confidence about their learning journey and aspirations going forward.	At least 90% of PP pupils give a positive response when talking about their learning and can articulate their aspirations for the future

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Planned expenditure					
Academic Year		2017-2018			
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?
A) Attainment gaps between PP and non-PP in school and nationally will continue to close	Termly pupil progress meetings Fortnightly PP progress meetings Carefully planned timely intervention PP mentors Lesson obs – focus on PP pupils	Systems and processes put in place last academic year have had a positive impact upon attainment of PP pupils. Good practice will continue and research into meta-cognition and other approaches which lead to accelerated progress.	CT held to account in regular progress meetings Progress of PP pupils monitored closely.	PP Champion	Termly
C) To improve number of PP KS2 children on track in writing	Writing week with storyteller Writing focus group Y6 Writing intervention training for pupils with literacy difficulties Fortnightly writing moderation Focused PP marking and feedback	Writing week is being run to engage pupils at whole school level and raise the profile of writing. Writing results KS2 Analysis shows 39% of KS2 pupils have literacy difficulties so training for staff will improve teaching and intervention for these pupils.	Literacy coordinator to monitor moderation Staff training – learning walks, book scrutiny to evaluate impact PP progress meetings-review individual progress.	PP Champion SENCo Lit Co	Termly – whole school 3 weekly PP meetings for individuals

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Planned expenditure					
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?
D) The number of PP children achieving greater depth or high score will increase	PP champion and subject leaders – training on greater depth. In house training to follow. Use of mastery material Moderation of GDS work Intervention groups focussed on high achievers who have fallen behind.	PP children did not perform well at greater depth compared to non-PP both in school and nationally in all areas of the curriculum. The children who performed well at KS1 do not always convert to high score at the end of KS2.	PP children will be monitored closely to ensure they are making good progress. Regular PP progress meetings will track the impact of intervention. Book scrutiny will be used to monitor the opportunities available to HA PP children.	PP Champion	Termly
Total budgeted cost					20 000

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i. 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) To increase the number of PP children with additional needs who will make at least adequate progress.	Provision maps and 'My Plans' Timely intervention Support of SENCo /multi-agencies Staff training to enable staff to meet the needs of SEN pupils through quality first teaching. THRIVE	A number of KS2 PP children with additional needs failed to make adequate progress Reading 6/11 Writing 5/11 Maths 6/11	Lesson observation Monitoring/ reviews of provision maps and 'My Plans' Regular PP progress meetings	SENCo PP Champion	Termly
G) To continue to embed TAF process and involvement of SENCo and multi-agencies.	Training for SENCo Close monitoring of SEN/PP pupils Liaison between staff and SENCo SENCo training	The TAF system is proving successful and this will be further embedded by SENCo working 2 days per week.	Continued monitoring of SEN	SENCo SLT	July 2018
Total budgeted cost					16 000

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i. 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?
Absence of FSM will decrease from 4.71% (average) to below 4.39% (above average). Persistent absences will decrease	Weekly attendance monitoring for PP More involvement from EWO	Although attendance has greatly improved, further improvements could be made.	Increased monitoring of attendance with increased parental communication.	SLT	Ongoing
F) To continue to ensure PP children have access to the same opportunities and experiences as their non-PP peers	Cost of trips, events and clubs to be covered by school if required. Continue to communicate entitlements to parents	Many PP families have needed and sought financial support from school.	Continue to communicate to parents	SLT Admin	Termly review of PP children participation. Letters
H) PP pupils talk with confidence about their learning journey and aspirations going forward.	PP pupil conversations and questionnaires Growth mindset approach embedded in school Regular growth mindset assemblies Pupil mentoring for PP children	Growth mindset continues to have a positive impact on pupil's learning. Mentoring was successful for those children whose class TA was the mentor and logistically this worked better.	Feedback sheet to be completed by the mentor weekly. PP champion to oversee and monitor this strategy and measure impact	PP Champion	Ongoing monitoring by PP champion and CT/Tas
Total budgeted cost					5000

Additional Notes

- ❖ The Deputy Head teacher is the Pupil Premium Champion and there is a whole school approach to the provision for disadvantaged pupils. The Deputy Headteacher has only 3 days teaching commitment this academic year to allow for more dedicated PP time. Teachers are responsible for the progress of PP pupils supported by SLT. This is clearly outlined in the School Development Plan with a strong focus on closing the gap between PP children and 'others' both in school and nationally.
- ❖ Peer moderation allows staff to work within phases to share good practice and ensure consistency when applying the standards. It takes place fortnightly and disadvantaged pupils are a focus group.
- ❖ Ability groupings are used for RWI in Reception, Year 1 and Year 2. Pupils who are working at the expected standard in Year 2 will begin the 'Talk for Writing' programme by Spring term. By the end of Year 2, all pupils will be working on this and any working below will receive additional RWI intervention. This is to ensure that at least 85% of pupils achieve the expected standard in writing at the end of KS1. One English session per week is a dedicated Big Write session.
- ❖ 'Counting to Calculate' is used in Year 4, Year 3 and Year 2 to ensure children with gaps in their mathematical understanding are given extra support to close the gap.
- ❖ THRIVE is offered to pupils needing support with emotional and social development. All members of staff, including MTAs, have received basic Thrive training and new staff trained to be Thrive practitioners to maintain provision for pupils.
- ❖ Funfit is used for those pupils who struggle with gross motor and fine motor skills.
- ❖ Learning aids such as laptops are offered if deemed to be necessary for accelerated progress.
- ❖ There is a weekly KS1 and KS2 social and emotional group led by the SENCo and a TA. This will be aimed at children whose needs are impacting on their ability to access aspects of school life.
- ❖ Vocabulary programme bought to implement across the school to improve the language used by children thus impacting on English results

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Desired Outcome	Success Criteria	Review Sept 18
<p>Attainment gaps between PP and non-PP in school and nationally will continue to close</p>	<p>Aspirational targets set for end of key stages: <u>Targets below are for PPG children</u> EYFS GLD- 75% Phonics – 92% End of KS1 EXS –reading 75%, writing 75%, maths 100%, End of KS2 EXS - reading 80%, GAPS 80%, writing 80%, maths 80% Y1- reading 83%, , writing 67%, maths 83% Y3 –reading 50%, writing 0%, maths 50% Y4 –reading 50%, writing 50%, maths 50% Y5 –reading 86 %, writing 67%, maths 83%</p>	<p><u>Results 17-18</u> <u>EYFS GLD</u> – 33% (national 56%). Cohort of only 3 pupils who were low performing and although progress was good, attainment was below target. <u>Phonics</u> – 50% below target (national 70%). Cohort of 4 pupils, 2 of whom joined EYFS late with very low starting points and missing basic phonics. Both have significant SEN and emotional/developmental delay and ongoing issues. Case studies demonstrate progress. <u>End of KS1 EXS</u> –reading 75% (national 63%) target met, writing 50% (national 54%) below target but up on previous years and progress good , maths 100%(national 62%) target met. <u>End of KS2 EXS</u> - reading 75% (national 68%) only 1 child did not achieve EXS, impossible to achieve 80% as only 4 pupils, GAPS 80%, writing 75% (national 68%) see reading, maths 50%, 1child did not achieve and 1 child did not sit the test <u>Y1</u>- reading 50% (below target), writing 50%(below), maths 50% (below) Cohort changed from 6 to 4 during the first term and the 2 pupils who left were high attainers. <u>Y3</u> –reading 50%(target met), writing 0%(target met), maths 50% (Target met) <u>Y4</u> –reading 75%(target , writing 50%, maths 50% <u>Y5</u> –reading 75%(below target), writing 100%(above target), maths 100%(above target) Cohort has changed to 4 pupils so some targets were not possible to achieve.</p>
<p>To increase the number of PP children with additional needs who will continue to make at least adequate progress.</p>	<p>Attainment gaps to decrease (see 2016-2017 Data analysis of PP with additional needs) Reading – focus on Reception and Y3 Writing – Focus in Y2-Y5 Maths – Focus in Y3 and Y4</p>	<p><u>PPG with additional needs (12 pupils)</u> Reading – 91% on track, 36% made accelerated progress, 50% working at ARE, 17% working above ARE Writing – 73% on track, 0% made accelerated progress, 0% working at ARE, 0% working above ARE</p>

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		Maths- 73% on track, 18% made accelerated progress, 33% working at ARE, 0% working above ARE
To increase the number of KS2 PP on track to achieve ARE in writing.	Number of PPG KS2 pupils on track to achieve ARE in writing to increase from 48% to 81% (in line with national benchmark 2017)	<u>2017-2018 data:</u> 81% of PPG pupils were on track to make expected or better progress. 43% of PPG pupils were working at ARE or above.
The number of PP children achieving greater depth or high score will increase	Aspirational targets set for end of key stages: Targets for PPG pupils are : EYFS Exceeding- 25% End of KS1 GDS (Total of 4 pupils) - reading 50%, writing 25%, maths 25% End of KS2 GDS/High Score (Total of 5 pupils) - - reading 60%, GAPS 60 %, writing 40%, maths 60% Y1-reading 34%, writing 17%, maths 17% Y3-reading 0%, writing 0% maths 0% Y4- reading 0%, writing 0% maths 0% Y5- reading 50%, writing 34% maths 50%	Results 2017-18: EYFS Exceeding- 0%(target not met) End of KS1 GDS (Total of 4 pupils) - reading 50%(target met), writing 50%(target met), maths 25%(target met) End of KS2 GDS/High Score (Cohort changed from 5 to 4 pupils) reading 50%(below target), GAPS %, writing 50%(above target), maths 25% (below target) Y1-reading 0%(below target), writing 0%(below target), maths 0%(below target) Y3-reading 0%, writing 0% maths 0%(target met in all) Y4- reading 0%, writing 0% maths 0%(target met in all) Y5- reading 50%(target met), writing 25%(below target maths 25%(below target). Due to cohort change to 4 pupils, targets unattainable.
To continue to improve attendance figures for PP children	PP children in line with national above average figures (4.39% to 3.9%) and persistent absence to decrease from 3.39%	<u>National PPG attendance figures:</u> 93.7% <u>Landkey PPG attendance figures:</u> 93.91% 1 PPG pupil left Landkey but was still kept on school roll which impacted on the figures. Otherwise target achieved.
To continue to ensure PP children have access to the same opportunities and experiences as their non-PP peers	Data shows that PP have equal access to extra-curricular activities, roles and responsibilities compared to non-PP peers. Pupil questionnaires show they feel included and valued.	Some PP children have accessed extra-curricular activities. Questionnaires not completed – use these next academic year.
To continue to embed TAF process and involvement of SENCo and multi-agencies.	100% of PP with additional needs have access to SEN provision and involvement from SENCo/agencies	All pupils have access to SEN provision in classroom and through SENCo however not all pupils have had access to outside agencies.

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<p>PP pupils talk with confidence about their learning journey and aspirations going forward.</p>	<p>At least 90% of PP pupils give a positive response when talking about their learning and can articulate their aspirations for the future</p>	<p>Of the children being mentored, all were able to talk positively about aspects of their learning or school. More work needs to take place – work towards metacognition. Children need to understand themselves as learners.</p>
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