

Laycock Primary School - Review Of Pupil Premium Expenditure: 2017 -18

1. Review of expenditure				
Academic Year		2017-18		
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
Improved % of PP pupils achieving ARE in reading, writing & particularly maths, as well as combined.	Additional LSA x1 employed to support QFT & deliver support and intervention work to identified pupils to narrow the gap to non-PP pupils & ARE.	Y1 cohort had significant SEN (50%) which impacted significantly on % passing phonics screening at the end of Y1. Y2 reading & writing outturns for PP pupils were below maths, and significantly below outcomes for non-PP pupils. However, data is to be treated with caution as there were only 3 PP pupils.	Maintain grouping of children for phonics to facilitate differentiation. Increase phonics input in Reception for those identified as falling behind so as to address issues sooner. Reduce interventions / withdrawal from class & focus on QFT within the class, facilitated by LSA, as this was found to have greater impact.	Nil
	Purchase of Numicon throughout school.	Numicon purchased throughout school & used consistently to model calculation. Supporting SEN pupils effectively to comprehend mathematical concepts.	Numicon modelling supports acquisition of number skills effectively for all learners across school, Rec to Y6. The best resource we have in school & to increase from 2018-19 maths budget.	£500
	Rewriting of Learn By Heart cards to support knowledge of multiplication facts.	Cards simplified. Format kept in school with associated home learning tasks. Maths Star Learners certificates reward children weekly. Progress & attainment improving but still below ARE.	Parental perception is key in developing maths skills; many parents perceive themselves as weak at maths & convey this to their children & this attitude is difficult to undo. Significant further resourcing required. Timestables Rockstars also purchased from maths budget.	£200
	Access joint training with Ray Meyer, maths advisor. Includes subscription to STOPS maths resources	% of pupils achieving ARE in maths increased significantly, up to 69% from 30.7%. % achieving greater depth was 31%. For PP pupils, 33.3% (2/6) achieved ARE compared to 2/5 in 2016/17 (40%)	Focus needs to be on moving KS1 middle attainers to ARE by the end of KS2. Gaps analysis indicates a weakness remains with multiplication table knowledge & related division facts which impacts on problem solving and fractions. See action above. STOPS reasoning & problem solving activities are helping to teach our children how to tackle such tasks & the importance of knowing key facts.	Annual subscription

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	Additional budget to facilitate hands-on experiential learning	This had to be significantly cut due to increasing costs of trips & travel, such that visitors were funded into school to support learning but not visits.	We need to consider better use of our locality to support a revised curriculum for 2018-19 & seek leasing of a minibus to reduce transport costs.	£3000
KS1 higher achievers are identified, supported and challenged to achieve greater depth by the end of KS2.	Additional LSA x1 employed to deliver intervention work to identified gaps to KPIs (& HLTA x1 funded from school budget)	LSA deployed in Y3/4 to facilitate team approach to meeting diverse needs of class. Progress of all pupils was accelerated as a result of QFT to all pupil groups, but affected by maternity leave from late March 2018.	Stable and quality teaching staff working cohesively as a team is key to accelerated progress. Mixed age classes create huge differentiation within a class which benefits greatly from an additional adult to facilitate delivery of parallel curricular as required.	£14,891pa
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
Whole school attendance figures improve	Parent Engagement Meetings for families with poor attendance.	For 2017-18 the attendance figure is 96.2% which was an increase of 0.7% on the previous year. Persistent absence was 10.42%. Attendance Officer left during the year & procedures were streamlined in-house and approach to working with families changed significantly under the guidance of the headteacher.	Positive support develops a much better working relationship with vulnerable families. Consistent approach is key to improving attendance. Record-keeping systems need to be simple & functional. Revised approach from June 2018 significantly improved attendance.	

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Impact of individual family circumstances on child's readiness to learn is minimised.	Individual approach depending on family circumstances.	Case Studies indicate that this initiative has had an immensely positive impact on the children and wider families, enabling the children to settle to learning and enjoy school and friendships where before they had been isolated and unable to learn. Feedback from children is recorded in workbooks and scrapbooks to track their journey.	This work is vital and should ideally be extended. We need to collate written feedback from parents also, to reflect the other side of the work we have done in improving access to educational opportunities for our children and families, as well as signposting families to additional support. SEMH is a considerable issue amongst our children and families that requires additional support and funding.	This aspect requires additional funding to extend this work further.
All children have received a full breakfast & are ready to focus on learning	Funding of 1x staff member a day to run breakfast club.	Club became too successful and was accessed by 50% of the school, compromising pupil safety. Revised approach had to be taken as parental support was negligible, therefore club now specifically only offered to PP pupils as per T&Cs from sponsor	There is a need for before-school care for PP & non-PP families. Additional club offered at cost (staffing and simple light breakfast plus overheads) for maximum 10 non-PP pupils in first instance. PP Breakfast Club to continue. Alternative sponsor to be sought so as to fund full club for all children.	Fees to parents covers cost.

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

2. Additional detail -

In this section you can annex or refer to **additional** information which you have used to inform the statement above.