

Pupil premium strategy statement (primary) 2018-19

Barriers are significant but funding too insignificant to even begin to address them. Therefore this strategy statement indicates how the Pupil Premium funding has been spent, but does not include the substantial amount of school budget and independent fund raising that has been put towards addressing these needs; PP funding alone cannot address the barriers identified in this statement.

1. Summary information					
School	Laycock Primary School				
Academic Year	2018-19	Total PP budget	£44,000 est (academic year)	Date of most recent PP Review	November 2018
Total number of pupils	97 (incl Rec)	Number of pupils eligible for PP	34 (incl Rec)	Date for next internal review of this strategy	January 2019

2. Attainment based on July 2018 data (97 pupils & 34 xPP)									
	Laycock Primary School Disadvantaged children			National Disadvantaged pupils			Laycock non-disadvantaged pupils		
% of PP children achieving GLD in EYs (2 children)	2/2 = 100%			56% (2017)			9/13 = 69.2%		
% of PP children achieving expected standard in phonics screening check (3 children)	2/3 = 66.7%			70% (2017)			5/9 = 55.6%		
	R	W	M	R	W	M	R	W	M
% PP children achieving age-related expectation at the end of KS1 (3 children)	1/3 = 33.3%	0/3 = 0%	2/3 = 66.7%	63% (2017)	54% (2017)	62% (2017)	9/12=75%	9/12=75%	10/12=83.3%
% PP children achieving age-related expectation at the end of KS2 (6 children)	3/6 = 50%	3/6 = 50%	2/6 = 33.3%	60% (2017)	66% (2017)	63% (2017)	9/10 = 90%	10/10 =100%	9/10 = 90%

3. 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.	A lack of parental engagement with home learning – reading, maths skills, handwriting, spelling & phonics.	
B.	Below age-related attainment, especially in maths. KS1 PP pupils also have significant SEN requiring high levels of adult support.	
C.	Increasing speech and language issues. – <i>This to be addressed via alternative funding obtained by school.</i>	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Increasing in-term absence due to family holidays in term time.	
E.	Significant family circumstances which impact on pupil readiness to learn.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Parents engage in activities at home to support progress & attainment, measured by return of home learning activities and pupil progress data on SPTO.	Pupil progress in reading, writing & maths accelerates.
B.	More children achieve age-related attainment in reading, writing and particularly in maths. Focus on SEN PP pupil progress.	A higher percentage of pupils achieve ARE in reading, writing and in particular maths. SEN PP pupils diminish gaps to ARE from their relative starting points. Children know their multiplication tables to 12x12 by the end of Y4.
C.	CPD enables staff to support children where a lack of extremal specialist support means these children are being left to struggle. - <i>This to be addressed via alternative funding obtained by school.</i>	Laycock staff are highly trained and able to support children in SALT issues such that their learning is no longer hindered.
D.	Whole school attendance improves, monitored daily, weekly and half termly and on a rolling 'year' basis to identify rises and falls. – <i>funded from school funds, not PP funding.</i>	Overall attendance is in line with national average of 96.2%.
E.	Barriers to learning are diminished as a result of working positively and proactively with vulnerable families, including support from outside agencies.	Pupil progress & attainment improves.

5. Planned expenditure

Academic year

2018-19

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?
B.Improved % of PP pupils achieving ARE in reading, writing & particularly maths, as well as combined.	Deployment of additional adults across school to support meeting the complex needs of the children. KS1 LSA - £10,000 KS2 HLTA - £20,000 £30,000	<ul style="list-style-type: none"> PP & specific identified non-PP pupils are not making expected progress. % of PP pupils achieving ARE is below the % of non-PP pupils achieving ARE. SEN PP pupils specifically are the ones not achieving ARE & making slow progress so that gaps to ARE are increasing year on year. We need to increase the progress of this group of pupils so as to diminish the gap to their peers. Many of our children (PP & non-PP) present with significant additional SEMH needs which hinder effective learning and require the attention of an adult to enable them to be adequately addressed. Mixed-age classes present significant ranges of ability and therefore significant differentiation requirements, often delivery of dual curricular, requiring additional adults. 	Additional adults are allocated focus pupils based on progress data, as well as CPOMs information. Pupil progress meetings monitor progress & impact of intervention. IEPS specify support requirements for PP SEN pupils & are working documents for all staff to evidence impact of work.	Headteacher	Half termly data collection. Termly pupil progress meetings.
Should more funding be made available, this would be allocated to this action	Additional budget to facilitate hands-on experiential learning £7000	Children lack the experiences necessary to support their learning. They need to experience visits / visitors to underpin their understanding and retention of knowledge.	Visits / visitors planned into L/T planning with clear objectives for the event. Events reviewed immediately to ensure improvements year-on-year are made.	Head teacher & DHT	Ongoing re impact on unit of work / theme.
Total budgeted cost					£30,000 (With £7,000 desired additional spend)

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?
Total budgeted cost					
iii. 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?
A. Parents engage with home learning activities	Parent sessions in hall &/or class with children to model to parents how we work with children, eg calculation policy, approach to phonics, reading strategies, etc. £300 for resources.	Parents do not engage with home learning activities. As a result home learning activities are not completed and impact on pupil progress and attainment is negligible. We need to accelerate pupil progress and additional practise & application of skills is required to support this.	Sessions planned in staff meeting time by classteachers. Invitations to events come from children. Variety of times offered for events to facilitate parent's working hours over time. Feedback from parents at the events to improve future events.	Curriculum Leads	February 2019
B & E. Impact of individual family circumstances on child's readiness to learn is minimised.	Individual approach depending on family circumstances. £11,500	Local evidence shows that in-house support alongside specialist family work (eg specialist support team, EP input) has greatest impact on improving family circumstances.	Boxall entry & exit profile data; pupil scrapbook; feedback from adults, Casestudy evidence	CHaPS manager.	January 2019 – dependent on family.
	Funding of 1x staff member a day to run breakfast club. £2,200	C 24 families a day access the free Breakfast Club which is offered to PP families (in line with the T&Cs of the SLA with our sponsor).	Staff rota for running the club so as to ensure the burden & responsibility is shared. Supported by Gregg's Charitable Trust	Headteacher	January 2019
Total budgeted cost					£14,000

£30,000 + £14,000 = £44,000