

Pupil premium strategy 2018-19

Summary information of pupil premium (PP)

Name of school:	St Laurence Church of England Primary School		
Academic year:	2018-19	Total PP budget for year:	£90660
Total number of pupils:	225	Number of pupils eligible for PP:	76 (34%)
Amount per pupil:	£1320 FSM £1900 adopted £300 service	Date of next PP strategy review:	July 2019

Summary of KS2 Outcomes 2018

Pupils in Cohort – 27	Pupils eligible for PP (12 pupils eligible)	Pupils not eligible for PP School (15 non PP)
% of pupils who achieved the Expected Standard or above - Reading	45%	56%
% of pupils who achieved the Expected Standard or above - Writing	55%	69%
% of pupils who achieved the Expected Standard or above - Maths	27%	63%
% of pupils who achieved the Expected Standard or above – R/W/M	18%	53%
Progress score - Reading	-1.18	-1.44
Progress score – writing	-2.71	-0.68
Progress score- Maths	-5.45	-1.80

In-school barriers:	
A	Communication and Language: Speech and language upon entry is low. Baseline assessments of disadvantaged pupils is significantly lower than their peers.
B	Social and Emotional needs and behaviour learning: 75% of those families involved in Early Help are disadvantaged, 71% of disadvantaged children have personal files, 75% of children who are on TAFs are disadvantaged children, 50% of the children who are on child protection are disadvantaged and 66% of children on the Child in Need register are disadvantaged.
C	Reasoning and Problem Solving in Maths – Data across the school shows gaps in the ability to apply knowledge to problem solving and reasoning
D	Attainment- improving outcomes through focussed QFT – 17% of our pupil premium children reached the expected standard in reading, writing and maths at the end of KS2. Quality first teaching is our first and most important tool to improve engagement and accelerate the progress of disadvantaged pupils.
External barriers:	
E	Parental involvement and support- many of our families require support with helping their children at home, filling in forms, implementing boundaries for behaviour, social and emotional development; some children have significant needs which require nurture and support.

F	Preparation for school including breakfast, PE kits; many children have not eaten before school, are tired and not ready for learning.
G	Activities outside the school day- Pupils need to have clubs accessible to them so that they can access extra-curricular activities.
H	Attendance and lateness- attendance of our pupil premium children is below that of non - pupil premium and below our school target. Average attendance for pupil premium children was 94.23% in 2017-2018.

A. Communication and language

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?
<p>Children are able to verbally express themselves effectively and hold conversations.</p> <p>Disadvantaged pupils make accelerated progress in CLL.</p> <p>All school environments, especially EYFS and continuous provision promotes talk and communication.</p> <p>Speaking and language skills are improved because children across the school have an improved vocabulary.</p> <p>There are increased opportunities to develop speaking, promoted by the learning environment.</p>	<p>CPD to be used for training for teachers and TAs to work with PP children on oral skills. Linked to improving reading skills and widening children's vocabulary</p> <p>Continue to widen children's experiences so that they have events to discuss.</p> <p>1:1/ small group work modelling speaking, conversations and discussions.</p> <p>Speech therapy for specific children-intervention and to be built into continuous provision and modelled to other staff.</p> <p>Improve environment to promote opportunities for speech.</p> <p>Whole class shared guided reading sessions across the school with a focus on the discussion of key vocabulary/new vocabulary</p>	<p>Oracy for PP children is an areas for development. Results show us that, in the early years CLL is lower for these pupils. They lack the wealth of vocabulary needed to comprehend.</p> <p>Evidence from EEF Literacy in Key stage 1 Oct 2016 as part of the 8 recommendations shows the importance of teaching oracy skills. Why teach oracy by Cambridge university states that oracy skills are needed for developing essential reasoning skills.</p> <p>The children need modelling to hold a face to face conversation and communicate thoughts, ideas, feelings.</p> <p>Interventions focussed on speech therapy previously have been very successful so we must continue to deliver this.</p>	<p>Children are able to concentrate and listen, understand and follow instructions as shown by drop ins and observations.</p> <p>Monitor implementation of ECAT training and ensure that this is cascaded to all staff in EYFS and school.</p> <p>Professional development for EYFS staff and provide resources for learning environment as evident in learning outside of the classroom.</p> <p>Make effective use of outside agencies including liaison with speech therapy teacher.</p> <p>Monitor environment-opportunities for speech and language development.</p>	<p>SENCO (SR, KS)</p> <p>EYFS leaders-FS1 and 2. (JB SR)</p> <p>EYFS TAs (SO, AK, LS , KW, LA)</p>	<p>February 2019</p> <p>July 2019</p>

B. Social and Emotional Needs and behaviour learning.

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
<p>B. Nurture group is established and children attend group sessions and one to one sessions.</p> <p>Children have access to an adult to talk to. Year 6 children have a specific mentor (separate to their class teacher) in school that they can share successes and discuss issues with (SIP 3.6)</p> <p>Social skills are specifically taught by adult who leads the group.</p> <p>Boxall profile assessments show that children have made good progress in: social and emotional development and their attitudes to learning and to each other have significantly improved children can play more cooperatively with their peers, can take turns and are more confident in building relationships.</p> <p>Identified pupils are able to access the full curriculum because their emotional, behavioural and social needs are being met through a nurture approach.</p> <p>Children are able to talk about</p>	<p>Implement training from Derbyshire to establish nurture Group for disadvantaged pupils</p> <p>Train member of staff to deliver nurture as group and for one to one.</p> <p>Identify disadvantaged pupils at pupil progress meetings who require additional support in this area, deliver interventions and review impact of support at the end of the intervention and longer term also.</p> <p>Ensure there is adult support in lessons and on playground for identified pupils.</p> <p>Specialised outside agencies to be used particularly for mental health. CAMMS, educational psychologist. Behaviour support. MAT team to work with families and with the school.</p>	<p>EEF Behaviour interventions +4 moderate impact for moderate cost.</p> <p>Research by National Children's Bureau on mental health shows that supporting mental health contributes to the positive academic environment and can enhance attainment levels and reduce exclusions. The emotional well-being of some of our PP children is affected as a result of external factors such as attachment, bereavement, anxiety of what is happening to mum/dad at home.</p>	<p>Six pupil progress meeting per year for all disadvantaged pupils.</p> <p>Analysis of Boxall profiles shows that there is a positive impact on the children's ability to cope with social and emotional barriers so that their attitudes to learning are positive.</p> <p>Analysis of Boxall profiles shows that the children's self-esteem is positive and they are resilient to failure and will 'have a go' at all their learning.</p> <p>Regular feedback from nurture mentor, staff/pupils. Observations/drop ins show improvements in attitudes to lessons and less interruptions in learning.</p> <p>Improvements in attendance data</p> <p>Evidence in learning walks and drop ins.</p> <p>Monitor number of exclusions</p>	<p>Nurture lead- AK, SU</p> <p>Pupil premium lead- PH</p> <p>Intervention lead- NRM</p> <p>SENCO – KS, SR</p>	<p>Additional pupil progress meeting for disadvantaged children- six per year.</p> <p>1st - 15.10.18 2nd - 10.12.18 3rd - 04.02.19 4th - 01.04.19 5th - 13.05.19 6th - 01.07.19</p>

their feelings in a controlled way and talk about how problems can be solved without getting angry. (SIP 3.6)					
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C Reasoning and Problem Solving - Maths

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
<p>100% of disadvantaged children make at least expected progress in maths</p> <p>Yr 6 and Yr 2 PP children's maths attainment improves so that it is in line with the national average of others.</p> <p>The gap between PP children and others in our school diminishes further.</p> <p>All PP children to be able to transfer skills into logic, puzzles and problems.</p>	<p>Use of HLTA in year 5 and 6 maths lessons daily – supporting disadvantaged pupils. (SIP 3.2)</p> <p>Use of extra TA support 2.5 days per week in year 6 for PP children – PH, EG to plan specific interventions for PP year 6 children (SIP 3.2)</p> <p>Use targeted CPD to upskill all staff. Update resources and assessment materials.</p> <p>1:1 support, group work, boosters, practical work is timetabled to accelerate the progress of PP children. (SIP 3.2)</p> <p>To use competitions and activities to promote an enjoyment of maths (such as houses maths quiz in CW) and maths at home.</p> <p>Maths and Cake after school club for year 6 PP children</p> <p>Use of reasoning problems from</p>	<p>Proven research of impact both locally and nationally from those schools who have invested in switch on reading. EEF Research</p> <p>EEF findings show that high quality interventions are essential.</p> <p>The 2018 maths results show that 27% of disadvantaged children met expectations compared to 63% of non disadvantaged children.</p>	<p>PP meetings after 6 weeks to review progress/impact of interventions.</p> <p>Assessments (AR, PUMA, PIRA, Sandwell) before and after interventions measure impact and small steps (pre-key stage) and inform future planning.</p> <p>Planning and teaching- maths skills across the curriculum.</p> <p>Use of proactive maths team. Pupil progress meetings identifying progress and attainment of PP children. Any issues discussed and addressed.</p> <p>Monitoring of interventions/boosting sessions by coordinator.</p> <p>Feedback to staff. Monitoring of implementation of feedback</p> <p>Monitor impact of after school club by assessing before and after.</p>	<p>Pupil premium leader- PH</p> <p>Year 5/6 teachers PH, EG</p> <p>Year 6 PP intervention lead SS</p> <p>Maths subject lead- ABS, LOB</p> <p>KS2 intervention lead NRM</p>	<p>Half- termly progress meetings.</p> <p>1st - 15.10.18 2nd – 10.12.18 3rd – 04.02.19 4th – 01.04.19 5th – 13.05.19 6th – 01.07.19</p>

	<p>White Rose Maths and Classroom Secrets to provide the children with the opportunity to apply skills.</p> <p>Head of school to support year 6 by holding boosting sessions Wed and Thurs PM. (SIP 3.2)</p>				
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D. Attainment- improving outcomes through focussed QFT.

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
<p>All pp children are fully engaged in their learning through exciting topics to meet the children's needs and are able to talk enthusiastically and confidently about their work and aspirations.</p> <p>All disadvantaged boys are engaged in their learning.</p>	<p>New topics are planned to engage all children in their learning, especially the boys. Independent learning is in place.</p> <p>Use of visits, visitors, resources.</p> <p>Activities to broaden aspirations to be put in place.</p> <p>To provide extra-curricular activities and an engaging art/music programme</p> <p>Clear strategies in place to reduce the number of behaviour incidents.</p>	<p>Opportunities and experiences help widen children's horizons and we believe that many of our children do benefit from extending their experiences. They can draw on these and extend their own skill at the same time.</p> <p>'Negative attitudes aren't based on children feeling that education does not matter, but rather on lack of confidence in their own ability to thrive within the system. This suggests that if children have better</p>	<p>List names of pp children on all monitoring forms to ensure those children stay at the forefront of teachers' minds.</p> <p>Joint monitoring and review of the curriculum and lessons.</p> <p>Discussions with Middle leaders/all staff./children. (SIP 3.1)</p> <p>Professional development and</p>	<p>Review at each half term/ end of programme.</p> <p>Use of intervention feedback sheets from TAs working with PP children on interventions.</p> <p>Review meetings with nurture mentor and class teacher.</p> <p>Scrutinise Boxall</p>	<p>March 2019</p>

		opportunities and experiences, their attitudes to school would become more positive' Sutton et al, & Hogan 2017	training opportunities. SLT discussions. Monitoring of books and engagement of children.	profiles and impact of nurture interventions. Set next steps.	
Improve overall attainment for disadvantaged children through further developing quality first teaching	<p>Whole school professional development linked to DfE QFT, expectations of the national curriculum and outcomes for children.</p> <p>QFT key focus across all subjects and all aspects of school improvement.</p> <p>Identify barriers to learning for each disadvantaged child regardless of ability- barriers to learning through PP meetings.</p>	<p>Research such as 'Sutton Trust' and EEF toolkit show that 'Quality Teaching' can impact significantly on pupil's attainment and achievement and that in fact poor teaching can have a detrimental effect. As a school we recognise that QFT is crucial (wave 1) and that intervention should only be needed for the small minority or those pupils whose needs are specific beyond classroom practice.</p>	<p>All children make at least expected progress across all subjects as demonstrated in lesson observation, learning walks, children's books. Discussions with children and Key focus across all aspects of School Improvement and Professional Development.</p> <p>Professional Development is led by key members within school and external support of (SLEs).</p> <p>Lesson observation and PM cycle linked to objective.</p> <p>Deployment of PP co-ordinator to support year 6 intervention afternoon Wednesday Pm.</p> <p>Deployment of PP intervention lead 2.5 days per week</p> <p>Half termly monitoring of PP children targets</p>	<p>RB</p> <p>PH</p>	March 2019
Improve the quality of feedback provided to pupils based on effective and robust formative and summative assessments.	Staff training on high quality feedback and use of effective next steps which move learning forward.	We have identified that our marking policy has to continue to improve ensuring we have effective next steps in	Planned professional development for feedback and assessments. Lesson observations, evaluations and discussions.	<p>RB</p> <p>PH</p>	March 2019

(see SIP)	<p>Disadvantaged pupils to receive twice the number of feed forward marking comments.</p> <p>Moderating/monitoring of marking between year groups/phases.</p> <p>Focused feedback from book scrutiny and observations.</p> <p>New marking policy implemented across the school (October 18)</p>	<p>place to move learning forward- we specify that disadvantaged pupils receive twice the feed forward comments.</p> <p>Many different evidence sources eg EEF toolkit suggest high quality feedback is effective way to improve attainment and it is an approach we can embed across the school</p>	<p>DH leading in assessment procedures.</p> <p>Moderation and discussion between staff, sharing good practice. Use of good practice from other schools.</p>	<p>ABS/LOB (monitor impact of new marking policy on feedback provided to PP children)</p>	
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E. Parental involvement and 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
<p>To break down barriers for our most vulnerable disadvantaged families by supporting parents / carers to support their child(ren) at home.</p> <p>100% of PP children are settled at school and are making at least expected progress.</p> <p>Families attend parent workshop sessions. Families are in school</p>	<p>Support families at school workshops. Where PP families do not attend, contact them to offer support and share any handouts / key information.</p> <p>1:1 support for parents where there is an individual need. Parenting courses run by the MAT team. To provide as much support for vulnerable families as possible, practical and emotionally, use of outside</p>	<p>By supporting parents/carers and enabling parents to support their children, learning will be maximised both at home and at school.</p>	<p>Regular feedback provided by DCPL and SENCO.</p> <p>Regular discussions with nurture mentor/MAT Team</p> <p>DCPL and SENCO working with parents.</p> <p>Regular discussions with teachers.</p> <p>Release time for SENCO.</p>	<p>SU RB</p> <p>VL EG – Literacy workshop</p> <p>LOB, ABS – Maths workshop</p> <p>JB – Phonics workshop</p>	<p>March 2019</p>

<p>more and feel able to ask questions about their children's learning.</p> <p>Children are listened to reading at every opportunity including after school club.</p>	<p>agencies.</p> <p>Workshops for parents on reading, phonics and maths. Parent meetings in place to inform parents about Phonics and SATs assessments.</p> <p>Competitions for children to read more at home. To operate an open door ethos and be available for parents to discuss concerns/worries.</p> <p>To provide opportunities for parents and children to work together ie community of readers workshop, maths and craft afternoons for parents and children.</p>				
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F. Preparation for school.

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
<p>Breakfast club is available every day am for all disadvantaged children at no charge.</p> <p>Attendance of this is good and improves.</p>	<p>To provide a healthy start to the day where all disadvantaged children can have access to a free breakfast. Encourage all disadvantaged children to come to breakfast club free of charge. Provide opportunities for</p>	<p>Lack of routine and stability. Lack of routine varies from lack of sleep, nutritional food, watching inappropriate age material, very few boundaries for behaviour,</p>	<p>Regular feedback provided by safeguarding officers and SENCO.</p> <p>Regular discussions with nurture</p>	<p>RB/PH</p> <p>JS, SO-breakfast leads.</p>	<p>July 2019</p>

<p>Children read and do homework.</p> <p>Children talk and play with other children and adults.</p> <p>Disadvantaged pupils have a PE kit, the correct equipment for being outdoors at playtimes / lunchtimes / outdoor learning / trips.</p>	<p>children to read and do any homework and talk to an adult.</p> <p>Offer after school club provision for PP pupils.</p> <p>Parenting classes in school for parents to access. Signpost parents to MAT parent meetings</p> <p>Regular and open TAF meetings or meetings with parents in place to work with families. (parents/grandparents)</p> <p>Regular updates and sharing of important routines with parents via parents' evenings, newsletters, workshops.</p> <p>Ensure that parents can complete forms / understand letters so that they know what is happening in school. Support them with transition e.g. applications to secondary school, applications for FSM etc</p>	<p>split living and mobility of families.</p> <p>'Children don't have a lot of control in their lives, but routines can give them a sense of organization, stability, and comfort. That, in turn, should help develop better behaviour and a sense of personal control, especially in young kids. Routines not only have emotional benefits but health benefits as well'. David Warford March 2017.</p> <p>Organisation and structure for our children is essential so that they are secure and settled and ready to learn.</p>	<p>mentor/MAT Team</p> <p>Safeguarding lead and SENCO working with parents.</p> <p>Regular discussion with breakfast club leads</p> <p>Regular discussions with teachers.</p>		
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G Extra curricular activities during and after school

Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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		choice?			on
Disadvantaged pupils attend after school curricular activities.	<p>Target PP pupils to stay for clubs after school (Tuesday and Thursday) and at lunchtime clubs (walking Wednesday and football Monday/Friday)</p> <p>Offer after school clubs every week at no cost to disadvantaged pupils.</p> <p>Purchase football equipment/kit for disadvantaged children</p>	<p>'Through their lack of participation in out-of-school activities, PP children are denied important learning experiences which may affect their engagement in the more formal learning in school' Sutton et al and Horgan.</p> <p>Opportunities and experiences help to widen children's horizons and provide pupils with experiences that they can discuss and draw upon in their learning as well as developing key skills in sport, music and further subjects.</p>	<p>Pupil premium progress meetings half termly. (SIP 3.1)</p> <p>Monitor registers of clubs half termly.</p>	<p>RB PH PE Coordinators</p>	<p>PH and office staff to check half termly - check club registers.</p>

H. Attendance and lateness

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
Increased attendance and punctuality.	Attendance Officer (SU) monitors pupils across whole school and quickly intervenes using 'First day response' procedures. Attendance Officer to phone parent/carer of absent PP	Pupils need to access learning in order to improve attainment and achievement. Research such as NFER demonstrates addressing	Close liaison between Attendance Officer, Pupil Premium co-ordinator and Headteacher in identification of pupils and effective procedures in place.	<p>PH RB SU</p>	<p>Half termly meetings between PH and SU</p> <p>1st – 22.10.18</p>

	<p>children first (use time 9 – 9.30)</p> <p>Attendance Officer and Pupil Premium co-ordinator work together to incentivise high attendance for PP children. (SIP 3.1)</p> <p>Liaise with MAT team and Starting Point over families who have very low attendance.</p> <p>Log concerns on My Concerns.</p>	<p>attendance is key step.</p> <p>As a school we have recognised the need to impact on attendance for our PP pupils but also punctuality as pupils arriving 'late' for school can have just as much of a detrimental effect on learning as absence.</p>	<p>(SIP 3.1)</p> <p>Regular monitoring and evaluation of data (weekly) – planned and timely intervention provided if necessary.</p>		<p>2nd – 17.12.18</p> <p>3rd – 11.02.19</p> <p>4th – 8.04.19</p> <p>5th – 20.05.19</p> <p>6th – 15.07.19</p>
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<u>Category</u>	<u>Strategy Reference</u>	<u>Planned Expenditure</u>
Communication language and literacy	A	10,000
Nurture	B	16,000
Maths reasoning and problem solving	C	12,000
Topic Resources & Visits	D	3,500
Discretionary Hardship Fund	D	4,000
TA Hours - Feedback	D	3,000
MAT	B	2,500
Safeguarding & Child Protection	B	10,000
Breakfast Club	F	7160
Disadvantaged intervention support	D	10,000
Extracurricular Activities	G	1000
Attendance & Lateness	H	3500
Core Subject Support	D	3000
Resources	D/E	5000
		90,660

