



Pupil Premium Strategy Statement

1. Summary information					
School	Lordswood				
Academic Year	2018-2019	Total PP budget	£139 240	Date of most recent PP Review	Sep 2018
Total number of pupils	390	Number of pupils eligible for PP	105	Date for next internal review of this strategy	July 2019

2. Current attainment – 2018 outcomes																																																									
	National Average	All	PP	Other																																																					
Good Level Development	(71%)	75.5%	62%	80%	KS2 Progress Measures 2017-18 Reading: +0.67 – In line with National PP: -1.13 – Within National Confidence Interval Writing: +0.78 – In line with National PP: +0.15 – In line with National Maths: +2.57 – Above National PP: + 2.22 – Above National																																																				
Year 1 Phonics	(83%)	90%	89%	91%																																																					
Year 2 Resits	(81%)	97%	89%	100%																																																					
KS1 Reading	(76%)	78%	78%	79%	Making At least Expected Progress since KS1:																																																				
KS1 Writing	(70%)	75%	78%	74%																																																					
KS1 Maths	(76%)	82%	89%	79%																																																					
KS2 Achieving Expected standard					<table border="1"> <thead> <tr> <th></th> <th>All Children</th> <th>PP Children</th> <th>Other Children</th> </tr> </thead> <tbody> <tr> <td>Year 3 Reading</td> <td>65%</td> <td>56%</td> <td>69%</td> </tr> <tr> <td>Year 3 Writing</td> <td>50%</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Year 3 Maths</td> <td>60%</td> <td>44%</td> <td>67%</td> </tr> <tr> <td>Year 4 Reading</td> <td>98%</td> <td>97%</td> <td>100%</td> </tr> <tr> <td>Year 4 Writing</td> <td>96%</td> <td>93%</td> <td>100%</td> </tr> <tr> <td>Year 4 Maths</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Year 5 Reading</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Year 5 Writing</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Year 5 Maths</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Year 6 Reading</td> <td>96%</td> <td>89%</td> <td>100%</td> </tr> <tr> <td>Year 6 Writing</td> <td>98%</td> <td>95%</td> <td>100%</td> </tr> <tr> <td>Year 6 Maths</td> <td>98%</td> <td>95%</td> <td>100%</td> </tr> </tbody> </table>		All Children	PP Children	Other Children	Year 3 Reading	65%	56%	69%	Year 3 Writing	50%	50%	50%	Year 3 Maths	60%	44%	67%	Year 4 Reading	98%	97%	100%	Year 4 Writing	96%	93%	100%	Year 4 Maths	100%	100%	100%	Year 5 Reading	100%	100%	100%	Year 5 Writing	100%	100%	100%	Year 5 Maths	100%	100%	100%	Year 6 Reading	96%	89%	100%	Year 6 Writing	98%	95%	100%	Year 6 Maths	98%	95%	100%
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Combined (RWM)	(64%)	70%	65%	73%																																																					
KS2 Achieving Greater Depth																																																									
Reading	(28%)	28%	24%	30%																																																					
Writing	(20%)	23%	6%	30%																																																					
Maths	(23%)	35%	24%	40%																																																					
Combined (RWM)	(9%)	12%	6%	15%																																																					



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3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Pupils enter Reception with poor oral language skills. On entry baseline is low.	
B.	Attainment of pupils eligible for pupil premium in Key Stage 2 is lower in Reading for non PP children and to a lesser extent in writing and Maths.	
C.	Pupils eligible for pupil premium funding are not achieving greater depth in writing across the school.	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Low aspirations and expectations from home impact on attendance, outcomes and progress	
E.	Parents ability to understand and support children with the National Curriculum	
F.	Social and Emotional issues due to complex family situations.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils eligible for early years pupil premium funding achieve expected milestones by the end of reception. Children meet GLD by the end of reception and make at least 6 jumps progress by the end of the year.	Identified pupils receive targeted support. Increase in the percentage of EYFS pupils achieving expected outcomes in communication and Language in particular.
B.	The gap between Pupil Premium and others continues to narrow in Reading, Writing and Maths and in phonics. Attainment is at least in line with national expected outcomes.	The gap has continued to narrow and attainment is at least in line with National.
C.	100% of pupils including those eligible for Pupil Premium funding achieve at least expected progress at Key Stage 2.	100% achievement for all pupils.
D.	Improved engagement of families in their child's education, not just attendance at events. Attendance improves for PP children. Parents are better equipped to support their child's learning.	Children are in school, attaining and making progress. Parents successfully support pupils at home. Attendance of PP children in line with Others.
E.	Pupils eligible for pupil premium funding in Key Stages 1 and 2 have access to the internet to allow them to enhance their learning through research or engagement with internet based learning programmes.	All pupils eligible for pupil premium funding in Key Stage 1 and 2 are provided with opportunities to use the internet to complete homework projects or access programmes such as Mathletics.



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5. Planned expenditure					
Academic year 2018-2019	£139 240				
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?
Reduce gaps between PP and other pupils, in Maths, Reading and Writing.	Additional Intervention Teacher – Year 5 /6 (£31100) Utilise HLTA booster sessions throughout lower KS2 (£4891)	Improved progress outcomes in 2017-2018 for all children	Lesson observations and evaluations. Book scrutiny. Pupil progress Meetings. Individual pupil targeted assessments.	KB (AHT)	July 2019
Remove barriers to learning.	Specialist Resources and Equipment (£2000)	Dyslexia screeners identify key areas of need to enhance access to learning. OT assessments evidence equipment needed to remove barriers. Resources support children to access the learning.	Learning Walks. Use of 5 step coaching model Use of IRIS Pupil voice. OT and EP reviews.	CB (SENCo)	July 2019
Accelerated progress for all pupils. Gaps diminished between PP and other pupils.	Additional RWI phonics provision – resources and training. £500	All new staff are trained and able to deliver high quality phonics sessions.	Lesson observations and evaluations. RWI Assessments and regular regrouping of children to ensure needs are met.	GM (AHT)	July 2019
Greater depth children are challenged and achieve high attainment and progress.	Specific training to ensure all staff are equipped to plan challenging aspirational activities. (£2000)	Improved outcomes for Greater depth especially in writing.	Staff training and programme of activities are timetabled throughout the year for GD children.	CB (SENCo)	July 2019
Total budgeted cost					£38 491



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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?
Children are safe and feel supported and are able to learn. Parents are supported	% Pastoral Support Manager. (£11,560)	A greater number of vulnerable families are evident. Increase parental engagement around curriculum knowledge. Disadvantaged children enter school with lower starting points than peers.	Improved attendance. Attendance at parental workshops Improved behaviour for learning.	JL (Head)	July 2019
Identify barriers to learning to improve progress and attainment for disadvantaged pupils.	Educational Psychologist (£5000) SENCo – Mindfulness training (£558)	Full EP assessment to identify learning needs of targeted pupils who underachieve. Introduce Mindfulness across the school following previous targeted success.	Learning Walks. Book scrutiny. Pupil Progress Meetings. SENCO undertakes mindfulness training. Club and sessions timetabled	CB (SENCo)	July 2019
Remove barriers to learning.	Occupational Therapy Package – initial (£3610) Assessments and follow up treatment, programme and final assessment review.	Pupils with sensory and motor needs have low levels of engagement. OT assessment identifies range of challenges and makes recommendations for overcoming barriers.	OT Review of Plans in place by outside professionals in collaboration with SENCO. Learning Walks. Individual plans and Provision mapping.	CB (SENCo)	July 2019
Improve progress and attainment for all pupils. Early intervention to be delivered to targeted pupils.	Educational intervention programmes delivered by trained TAs (£22 000) Speech and Language Assessment Package (£3690) Delivery of Speech and Language Programmes. (£14 150) Sign along training for KS1 staff (£370) Use of Boxall profile (£150)	Targeted support to close the gaps for low attaining pupils. Implement targeted support and activities through SEN Hub Pupils who enter school with poor language skills make low levels of progress. A higher number of nonverbal children are on roll in Early years and Year 1	Provision Mapping. Pupil progress meetings. Observations and monitoring. Pupil voice. Planning reviewing and scheduling of Hub activities. Use of Boxall profile to identify and track areas of need. Collaboration with staff to ensure needs are met. SENCo to monitor progress through provision mapping and individual targets.	CB (SENCo)	July 2019



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To increase attainment and progress in Reading for disadvantaged pupils.	Beanstalk Reading (£1926)	Identified low levels of enjoyment, engagement, attainment and progress in Reading for our vulnerable pupils across the school.	Pupil progress meetings. Pupil voice. Regular liaison with Beanstalk mentors. Review data.	KB (AHT) CB (SENCo)	July 2019
Pupil outcomes reviewed by SEN specialist teacher.	% SEN Team (£10 000)	To ensure all low attainers are assessed if necessary and appropriate provisions are in place.	Provision Mapping. Pupil progress meetings. Collaboration with staff and parents. Pupil voice. Liaison with external agencies.	JL (Head)	July 2019
Improve behaviour for learning of pupils with sensory needs.	Sensory Provision (£500) Design and create Sensory Garden (£829 – garden chimes) Early Years Sensory Provision (£100) SEN Hub (£500)	Children settled and ready to learn. Positive behaviour for learning established and maintained. Sensory needs are met. Vulnerable low attaining children receive specialist targeted activities to address their needs.	Provision mapping reviewed each term. Pupil voice. Sensory profile Plan, review and timetable of activities in the Hub. Observations	CB (SENCo)	July 2019
All pupils have access to enriching extra-curricular experiences.	Extra-Curricular experiences for all Clubs / trips / educational visits (£12270) Access to Free Music lessons (£2000) Griffin Drama Project (£2000) Griffin Arts Festival	To ensure all children have equal opportunities and experiences. To ensure all children feel valued and part of the school community. To ensure all children engage with a club experience on a regular basis.	Regular analysis of club attendance. Termly reviews of clubs. Staff to incorporate club provision as part of their role. Plan club activity opportunities through scheduled days Feedback from parents.	JL (Head)	July 2019
Attendance for all pupils above national expectations.	% Attendance Advisory Service (£1620)	Attendance significantly improved over last 3 years – in line with National. Persistent absence lower than National	EWO works closely with PSM and HT to monitor attendance and work with vulnerable families. Evaluation of attendance figures.	JL (Head)	July 2019
Total budgeted cost					£89 143



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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?
Improved attendance. Improve children's readiness to learn.	Breakfast and Lunch Club (£3550)	Once basic needs are met pupils are able to access the curriculum. Improved attendance for pupils who attend breakfast club.	Vulnerable pupils signposted to breakfast club. Close collaboration between home and PSM. Review attendance figures to ensure most vulnerable pupils are being catered for.	JL (Head)	July 2019
Children engage with enriching experiences provided by the Trust	Trust Strategy contribution (£6962)	Previous experiences have enabled children to access activities and events they wouldn't normally have the opportunity to. Children are demonstrating greater confidence and resilience.	Ensure engagement with all Trust activities.	JL (Head)	July 2019
Children who are eligible, access free school meals	Software Data Analysis cost (£600)	All children and families are assessed including those eligible to Universal Free school Meals	1:1 meetings with Operations Manager	JL (Head)	July 2019
Vulnerable pupils to make at least expected progress in Reading, Writing and Maths.	In school Counselling Service (£100 resources)	Children with SEMH needs cannot fully access the learning until needs are addressed.	Completion of emotional wellbeing scales before and after sessions. Monitor progress and attainment through PP meetings. Communication with parents. Adopt Leuven Scales in Early Years	GM (AHT)	July 2019
Broadening curriculum experiences.	Educational online subscriptions (£1944)	Ensure staff have access to appropriate resources, research and information to deliver a broad enriching curriculum to all children.	Discussions with staff. Review of planning and curriculum. Parents engage with additional resources.	FB (AHT)	July 2019
Total budgeted cost					£9 606
Total					£139240

6. Review of expenditure				
Previous Academic Year – 2017-18		£134,150.00		
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 £25 580
Reduce gaps between PP and other pupils, in Maths, Reading and Writing.	Additional Intervention Teacher – Year 5 /6 Year 3 HLTA booster sessions (£17,080)	Improved outcomes 2017-18. KS2 Combined - gap reduced from (19% 2016-17) to 8% (2017-18) between PP and non PP children. Combined for both PP and non PP were both above National. Gaps close throughout the whole of KS2. In year progress for the year 3 cohort does not reflect meet our 6 steps for all children. There is a high number of EHCP and SEND children.	This approach is working successfully in upper KS2 and will continue throughout 2018-19. A more consistent approach is needed in Year 3 and Year 4 moving forward, following review. A greater number of Targeted assessments to identify individual needs and programmes of support.	£17, 080
Remove barriers to learning.	Specialist Resources and Equipment (£5200)	Pupils were identified and outside support agencies were involved which supported staff, enabling personal targets to be set in line with need. Individual programmes in place effectively reduce learning barriers. Relevant resources purchased following assessments had a positive impact.	Assessments and resources have been effective in reducing barriers to learning. These will continue 2018-19. A greater number of learning walks to evaluate consistency of provision, following assessment across the school	£5 500
Accelerated progress for all pupils. Gaps diminished between PP and other pupils.	Additional RWI phonics provision – resources and training. £3000	Outcomes for phonics has been exceptional for both PP and non PP children.	Ongoing training and evaluation will continue. Regular pupil assessments and children grouped to their need will be ongoing.	£3 000



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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
Children are safe and feel supported and are able to learn. Parents are supported	% Pastoral Support Manager	Children are safe and happy. Have access to socialisation groups, nurturing groups, 1:1 mentoring. Parental engagement has increased. Fixed term exclusion is zero (2017-18)	Pupil's emotional well-being is vital if they are to achieve. Support will continue both for the children and their families.	£11000
Identify barriers to learning to improve progress and attainment for disadvantaged pupils.	Educational Psychologist	Identified areas of need for vulnerable pupils informs teaching and learning experiences. Pupils enabled to access learning. Mindfulness sessions also included for year 4 children. Greater focus and improved behaviour for learning. Reduced levels of anxiety and inattention.	Individual EP assessment provides valuable insight into cognition and SEMH needs. Mindfulness has had a positive impact and will look to train up a member of staff to deliver it throughout the school.	£4000
Remove barriers to learning.	Occupational Therapy Package – initial assessments and follow up treatment, programme and final assessment review.	Individual OT pupil assessment, identified sensory and motor needs and enabled staff to be equipped to support individual learning. Recommendations were effectively incorporated into planning to remove barriers.	Personalised plans enable planning to be tailored to individual need. Focus to ensure consistency across the school.	£4000
Improve progress and attainment for all pupils. Early intervention to be delivered to targeted pupils.	Educational intervention programmes delivered by trained TAs Speech and Sound linkage on pupils with language difficulties. Speech and Language Programmes.	See outcomes on Page 1, showing improvement throughout the school. Impact of targeted support evidenced on Provision map and through discussions during pupil Progress Meetings.	Consistent delivery of programmes impacts upon pupil confidence and progress. Early intervention enabled gaps to be narrowed in Literacy across Key Stage 1 for pupils with language difficulties. This support will be maintained.	£26180 £120 £16000
To increase attainment and progress in Reading for disadvantaged pupils.	Beanstalk Reading	Impact noticed in KS1 children with progress in Reading, including self-esteem and confidence. The gap in Reading attainment for Pupil Premium children has been eliminated.	Improved confidence and enjoyment of reading. Strategies in school have been effective. Engagement of parents reading with their children to be a focus 2018-19	£2140



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Pupil outcomes reviewed by SEN specialist teacher.	% SEN Team	Successful appropriate screening assessments undertaken. Interventions reviewed and amended if needed. Liaison with external agencies is effective. Improvements in pupil resilience.	Early identification and intervention has been vital in providing tailored support. Increase in collaborative Outreach Support to ensure children's needs are addressed promptly. Staff training to continue to address additional pupil needs.	£12000
Improve behaviour for learning of pupils with sensory needs.	Sensory Provision	Children settled and ready to learn. Aided transition to classrooms at start of day. Positive behaviour for learning established.	This approach has a positive impact and will be in place next year.	£500
	Early Years Sensory Provision	Visits to sensory room timetabled, effectively meeting the needs of targeted children.	Timetable to be in place to visit new sensory garden.	£500
All pupils have access to enriching extra-curricular experiences	Extra-Curricular experiences. Clubs / trips / educational visits (£12500)	Improved confidence of targeted children. Broadening the experiences of all children, developing social skills. All children accessed a variety of enriching opportunities.	Children excelled themselves in activities that stretched and challenged them – eg Shakespeare production.	£4000
	Free Music lessons (£2000)		Additional experiences to be open to children – eg Opera project. Utilise "Special Days" to provide a club experience for every child.	£12500
Attendance for all pupils above national expectations.	% Attendance Advisory Service	Attendance increased and in line with National at 96%	Attendance to remain a focus for Pupil Premium children and those in year 1.	£1600

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
Improved attendance. Improve children's readiness to learn.	Breakfast and Lunch Club	Attendance improved. Children ready for the day. Targeted PP children given breakfast were more ready to learn. Providing year 6 children with breakfast and snacks during SATs had a high impact on their stamina and outcomes.	Breakfast club is effective. Use as a resource when running early morning booster sessions. Investigate using Boxall Profile to identify needs.	£8000
Children engage with enriching experiences provided by the Trust	Trust Strategy contribution	Experiences have enabled children to access activities and events they wouldn't normally have the opportunity to.	Fantastic opportunities for children. Positive responses from parents and pupils.	£6930
Children who are eligible, access free school meals	Software Data Analysis cost	All children who are eligible are able to access free school meals.	Although children in in Yr R and KS1 are eligible for Universal Free school meals it is vital they are targeted to see if they are also eligible for Pupil Premium funding.	£600
Vulnerable pupils to make at least expected progress in Reading, Writing and Maths.	In school Counselling Service	See outcomes – KS2 Progress National data – in line or above National in RWM. As children progress through KS2 a greater number are achieving 100% progress. Pupil voice and parental feedback shows counselling having huge impact.	Investigate using Boxall Profile to identify needs. Adopt Leuven Scales in Foundation Stage. Implement mindfulness practice across the school.	(£500)
Broadening curriculum experiences.	Educational online subscriptions	Children experience a variety of different learning strategies through on line resources.	Key to ensure all pupils engage in additional activities to enhance their experience.	(£550)