



Pupil Premium Strategy Statement

1. Summary information					
School	Lordswood				
Academic Year	2017-2018	Total PP budget	£136 800	Date of most recent PP Review	Sep 2017
Total number of pupils	387	Number of pupils eligible for PP	105	Date for next internal review of this strategy	July 2018

2. Current attainment – 2017 outcomes				
	National Average	All	PP	Other
Good Level Development	(71%)	75.6%	70%	77%
Year 1 Phonics	(81%)	88%	90%	88%
Year 2 Resits	(92%)	90%	79%	93%
KS1 Reading	(76%)	71%	64%	73%
KS1 Writing	(68%)	71%	57%	76%
KS1 Maths	(75%)	73%	57%	78%
KS2 Achieving Expected standard				
Reading	(71%)	73%	67%	76%
Writing	(76%)	75%	67%	79%
Maths	(75%)	81%	81%	82%
Combined (RWM)	(61%)	64%	52%	71%
KS2 Achieving Greater Depth				
Reading	(25%)	29%	14%	37%
Writing	(18%)	14%	0%	21%
Maths	(23%)	37%	10%	53%
Combined (RWM)	(9%)	12%	0%	18%

KS2 Progress Measures

Reading: +3.18 – Above National PP: +1.1 – Above National
 Writing: +0.11 – In line with National PP: -2.48 – Below National
 Maths: +4.96 – Well above National PP: +1.7 – Above National

Making At least Expected Progress since KS1:

	All Children	PP Children	Other Children
Year 3 Reading	98%	100%	100%
Year 3 Writing	95%	100%	93%
Year 3 Maths	96%	100%	93%
Year 4 Reading	100%	100%	100%
Year 4 Writing	98%	100%	97%
Year 4 Maths	98%	93%	100%
Year 5 Reading	98%	94%	100%
Year 5 Writing	95%	88%	97%
Year 5 Maths	95%	94%	95%



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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 1 is lower in Writing and Maths than for non-pupil premium children and to a lesser extent, reading.
C.	Pupils eligible for pupil premium funding who were higher attaining in Writing at KS1 are not attaining high scores in Writing at KS2 SAT's.

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.	Some parents have limited access to the internet to enable pupils to access school computer programs such as Mathletics.
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.	At Key Stage 1, the gap between Pupil Premium and others narrows in Reading, Writing and Maths and in phonics. Attainment is at least in line with national expected outcomes.	The gap has narrowed 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 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.	Children are in school, attaining and making progress. Parents 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 2017-2018	£136 800
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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 Year 3 HLTA booster sessions (£17,080)	Improved outcomes in 2016-2017	Lesson observations and monitoring. Book scrutiny. Pupil progress Meetings.	KB (AHT)	July 2018
Remove barriers to learning.	Specialist Resources and Equipment (£5200)	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. Pupil voice. OT and EP reviews.	CB (SENCo)	July 2018
Accelerated progress for all pupils. Gaps diminished between PP and other pupils.	Additional RWI phonics provision – resources and training. £3000	All new staff are trained and able to deliver high quality phonics sessions.	Lesson observations and monitoring. RWI Assessments.	GM (AHT)	July 2018
Total budgeted cost					£25 580

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. (£11,100)	Low levels of parental engagement with school and child's learning. Disadvantaged children enter school with lower starting points than peers.	Improved attendance. Improved behaviour for learning.	JL (Head)	July 2018



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Identify barriers to learning to improve progress and attainment for disadvantaged pupils.	Educational Psychologist (£4000)	Full EP assessment to identify learning needs of targeted pupils who underachieve. Mindfulness sessions to be included for year 4 children.	Learning Walks. Book scrutiny. Pupil Progress Meetings.	CB (SENCo)	July 2018
Remove barriers to learning.	Occupational Therapy Package – initial (£4000) 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 2018
Improve progress and attainment for all pupils. Early intervention to be delivered to targeted pupils.	Educational intervention programmes delivered by trained TAs (£26180) Speech Link Assessment on pupils with language difficulties. (£120) Delivery of Speech and Language Programmes. (£16000)	Targeted support to close the gaps for low attaining pupils. Pupils who enter school with poor language skills make low levels of progress.	Provision Mapping. Pupil progress meetings. Observations and monitoring. Pupil voice. Collaboration with staff to ensure needs are met. SENCo to monitor progress through provision mapping and individual targets.	CB (SENCo)	July 2018
To increase attainment and progress in Reading for disadvantaged pupils.	Beanstalk Reading (£2140)	Identified low levels of enjoyment, engagement, attainment and progress in Reading for our vulnerable pupils across the school.	Pupil progress meetings. Pupil voice.	KB (AHT) CB (SENCo)	July 2018
Pupil outcomes reviewed by SEN specialist teacher.	% SEN Team (£12000)	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 2018
Improve behaviour for learning of pupils with sensory needs.	Sensory Provision (£500) Early Years Sensory Provision (£500)	Children settled and ready to learn. Positive behaviour for learning established and maintained.	Provision mapping reviewed each term. Pupil voice.	CB (SENCo)	July 2018



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All pupils have access to enriching extra-curricular experiences.	Extra-Curricular experiences. Clubs / trips / educational visits (£12500) Free Music lessons (£2000) Griffin Drama Project (£2000)	To ensure all children have equal opportunities and experiences. To ensure all children feel valued and part of the school community.	Regular analysis of club attendance. Termly reviews of clubs. Staff to incorporate club provision as part of their role. Feedback from parents.	JL (Head)	July 2018
Attendance for all pupils above national expectations.	% Attendance Advisory Service (£1600)	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 2018
Total budgeted cost					£94640
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 (£8000)	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 2018
Children engage with enriching experiences provided by the Trust	Trust Strategy contribution (£6930)	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 2018
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 2018
Vulnerable pupils to make at least expected progress in Reading, Writing and Maths.	In school Counselling Service (£500)	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.	GM (AHT)	July 2018



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			Communication with parents.		
Broadening curriculum experiences.	Educational online subscriptions (£550)	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.	FB (AHT)	July 2018
				Total budgeted cost	£16580
				Total	£136800



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6. Review of expenditure				
Previous Academic Year – 2016-17		£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
Reduce gap between PP and Others	Additional Intervention Teacher – Year 5 /6	See 2017 outcomes above at KS2. PP children achieved above National in Maths in attainment and above National in progress for Maths and Reading.	Intervention groups enabled successful targeted support for children. Outcomes indicate strategy will be used again.	£10 000
All children make at least expected progress.	HLTA – booster groups across KS1 and KS2. 1:1 Targeted support	See 2017 outcomes above. Achievement of children in Progress tables.	HLTA is qualified teacher able to provide Quality Teaching through small groups. Will continue.	£14000
Children are able to access all areas of the curriculum.	Specialist Resources and Equipment	Use of laptops and dyslexia equipment. Specialists OT equipment. Resources supported children to access the learning.	Purchase of appropriate resources will continue to enable children to access all areas of the curriculum.	£2000
Year 1 children pass the Phonics Screening check.	Additional RWI phonics provision – resources and training.	All new staff are trained and able to deliver high quality phonics sessions. Year 1 phonics Screening check – All children exceeded National (88%), with PP children (90%) exceeding Others (88%).	RWI phonics scheme has impacted children across KS1 and will continue.	£3000
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 reduced.	Pupil's emotional well-being is vital if they are to achieve. Support will continue both for the children and their families.	£11000
Specialist Assessments undertaken. Discussions with parents at In School Review	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 5 children.	Individual EP assessment provides valuable insight into cognition and SEMH needs.	£4000



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Identify and remove barriers to learning.	Occupational Therapy Package – initial assessments and follow up treatment, programme and final assessment review.	Individual OT pupil assessment identifying sensory and motor needs. Recommendations to be incorporated into planning to remove barriers.	Personalised plans enable planning to be tailored to individual need. Pupils enabled to access learning.	£4000
Improve progress and attainment for all pupils.	Educational intervention programmes delivered by trained TAs	FIZZY, BEAM, precision teaching, Toe by Toe, Sensory circuits, Sound linkage, individual OT programmes and Social skills all run as targeted support.	Consistent delivery of programmes impacts upon pupil confidence and progress.	£25000
Early intervention to be delivered to targeted pupils.	Speech and Sound linkage on pupils with language difficulties. Speech and Language Programmes.		Early intervention enabled gaps to be narrowed in Literacy across Key Stage 1 for pupils with language difficulties.	£100 £15000
Improved Reading	Beanstalk Reading	Impact noticed in KS1 children with progress in Reading, including self-esteem and confidence	Improved confidence and enjoyment of reading. Narrowing of gaps.	£1500
Children supported by specialist.	% SEN Team	Successful appropriate screening assessments undertaken. Interventions reviewed and amended if needed. Liaison with external agencies is effective.	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 has been ongoing to address additional pupil needs. Improvements in pupil resilience.	£12000
Sensory needs of children addressed	Sensory Provision Early Years Sensory Provision	Children settled and ready to learn. Aids transition to classroom at start of day. Positive behaviour for learning established.	Children settled and ready for learning. Gaps narrowed. Accelerated progress evident.	£500 £500



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All pupils have access to enriching extra-curricular experiences	Free Music lessons Griffin Drama Project.	Improved confidence of targeted children.	Children excelled themselves in activities that stretched and challenged them – eg Shakespeare production.	£4000
	Extra-Curricular experiences. Clubs / trips / educational visits	Broadening the experiences of all children, developing social skills.		£12500
Improved Attendance	% Attendance Advisory Service	Attendance increased and in line with National.	Continue to monitor attendance closely. Focus on Year R parents.	£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.	Breakfast club is effective. Use as a resource when running early morning booster sessions.	£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.	£6850
Children who are eligible, access free school meals	Software Data Analysis cost	All children who are eligible are able to access free school meals.	All new admissions are assessed.	£600

7. Additional detail

N/A