



## Pupil Premium Strategy 2018 - 2019

Lent Rise School's Pupil Premium Action Plan	
Head teacher:	Jill Watson
Chair of Governors:	Maggie Young
Date last reviewed:	December 2018
Date of next review:	March 2019 (half termly checks with reviews at end of each term)
Pupil Premium Profile 2018-19	
Number of eligible pupils:	38
Amount per pupil:	£1320/£2300
Total pupil premium budget:	£58000
Barriers to Learning	
Parental confidence assisting children at home with varied support	
Mid-year or late admissions into the school year	
Lower engagement in reading resulting in a lower level of oral skills and development	
Poor attendance rate and late arrival to school	
Social, emotional, mental and physical health issues such as poor self-esteem and behavioural needs	
Possible attachment issues leading to poor behaviour and concentration	
Lower engagement in learning for some pupils	
Independent learning skills are not as developed, as a result lower progress	
Lack of resources to use at home and arriving unprepared for school (missing uniform, lack of breakfast etc)	
Lack of communication due to over use of technology	

## Executive Summary

The aim and goal for our funding this year is to continue developing the improvements we as a school have made over the past few years with our pupil premium group. We hope to build upon the strong bonds we have already established with parents so that they understand what their child needs to do in order to achieve their full potential and feel confident in their own ability to make this possible. We aim to achieve this by offering places in our breakfast and after school clubs to all children who receive free schools meals and to extend this out further where appropriate. This will help improve the children's attendance rates and enhance links already created with parents, as well as help with homework return rate. We will run IMPACT workshops for parents and children to support the pupils writing attainment and progress as well as educating parents about how to help support their child with their writing. We hope through further interaction with parents regarding their child's learning that this will lead to better academic success at home and at school.

Having higher expectations last year enabled more children to make better progress and this is something that we will further encourage during this academic year by expecting pupils to make 7 steps progress across each area in Reading, Writing and Maths. This will be achieved by the continuation of Gap Busting to ensure there are no gaps in the children's knowledge through same day interventions in Maths and English. Pupil premium children will be in every booster (where appropriate), either as the learner or teaching others every day, and this should further support and address any misconceptions they have. This will be further reinforced by phone calls to their parents to share their progress in Autumn 2 and Spring 2 as well as discussing any other concerns or asking questions.

Y6 children will be offered a club to help them prepare for the SATS and secondary school, as well as develop their social, communication skills, in addition to building bonds and having fun.

The impact on pupil progress and pupil outcomes is regularly monitored by SLT and the Pupil Premium Coordinator and this will be shared with governors and staff when necessary throughout the year. Our teaching assistants are deployed strategically to support individuals and groups working alongside the teachers to provide tailored support and will be trained on target tracker to aid teachers in assessment and to develop their own confidence on assessing and supporting individuals.

We are working to increase community involvement through developing links with secondary school pupil premium coordinators and through targeted use of volunteers to support children with reading. This we hope will: develop the children's attitudes to learning; improve their mind-set; and give them greater aspirations for the future.

We will measure impact through attendance, attainment and progress as well as wellbeing measures.

Strategy	Outcomes and success criteria	Owner	Milestones	Impact	Review date	Total cost
<u>Attendance strategy</u>						
<p>Access to breakfast and afterschool clubs</p> <p>NEW: All PP chn given access to free breakfast in the hall from 9:05</p> <p>Support with uniform to support school attendance including PE KIT</p>	<p>Increased attendance. Increase concentration. Increased engagement in lessons.</p> <p>Increased inclusion and engagement in lessons.</p>	Club leader / HT	½ termly attendance checks	<p><b>Dec 18</b> - PP attendance for Autumn term was 93.7%, which is a slight improvement on previous years. Attendance needs to be monitored in Year 2, 4 and 6 to improve to 95%.</p> <p>Those attending breakfast club have a higher attendance rate than those who do not.</p> <p>Offer of free breakfast to all pupil premium children enabling the children to be more alert and aware in lessons.</p> <p><b>Mar 19</b> -</p> <p><b>July 19</b> -</p>	Dec 18	£19 500
<u>Parental engagement strategy</u>						
<p>Impact workshops</p> <p>Offering parental appointments first</p> <p>Phone calls to parents</p>	<p>Parental engagement increased at EYFS entry and for Y1 to encourage positive relationships between parents and school.</p> <p>To increase standards in writing.</p> <p>To encourage attendance at parents' evening so parents have a better understanding about their child's learning.</p> <p>To build further bonds and inform of child's progress and attainment.</p>	HT	Reviewed after each workshop Parental voice	<p><b>Dec 18</b> - Parental attendance to parents' evening was 76.5%.</p> <p>After evaluating the time and resources needed to carry out the impact workshops, although children who attended showed good engagement and their stories were well developed, it showed it had little impact on internal data. Therefore we have decided to not run the workshops again in the Spring, as originally planned.</p> <p><b>Mar 19</b> -</p> <p><b>July 19</b> -</p>	Dec 18	£2 500

Progress and attainment strategy						
<p>Use of gap busting to reinforce misconception on the day and to consolidate learning</p> <p>PP children in every booster where appropriate either as the learner or the teacher</p> <p>Focus on oral feedback in each lesson and marking work first</p> <p>Y6 after school club</p> <p>NEW: PP TA to read for 5 minutes each day with pupil premium children</p>	<p>Children to make expected and beyond expected progress to narrow the gaps in their attainment in reading/writing/maths.</p> <p>Able to address misconceptions and develop confidence for the child both as a learner and as the teacher.</p> <p>Increased engagement in lessons. Increased contribution to own learning. Increased ability to see where gap busting is needed and can be prevented.</p> <p>To prepare children for SATS and increase social and emotional wellbeing.</p> <p>Levels of understanding the context and vocabulary improved. Writing improved too as a result. Reading ages improved. Love of reading instilled. Social skills improved.</p>	PP lead / CT / TA / HT	<p>½ termly data analysed and feedback given to staff</p> <p>Pupil voice</p>	<p><b>Dec 18</b> - There are currently 34 children eligible for pupil premium funding.</p> <p><u>Current attainment is:</u> Reading: 17/50% Writing: 16/47.1% Maths: 18/52.9%</p> <p><u>Current progress is:</u> Reading: 24/70.6% Writing: 24/70.6% Maths 22/64.7%</p> <p><u>Gap between non PP and PP in relation to attainment:</u> Reading = -34.7% Writing = -31% Maths = -36%</p> <p><u>Gap between non PP and PP in relation to progress:</u> Reading = +10.4% Writing = +7.2% Maths = -9.7%</p> <p>The key area to focus on for Spring term has been identified as Maths. To address this, learning walks will take place with a maths focus, book scrutiny and advice taken from the current maths coordinator.</p> <p>Out of the 34 children who took part in reading for 5 minutes each day, 22 improved 64.7%. The rest of the children remained the same. This was a new initiative.</p> <p><b>Mar 19</b> -</p> <p><b>July 19</b> -</p>	Dec 18	£28 000

Pastoral and well-being school learning strategy						
Access to visits and residential trips	Improved attainment and social and emotional wellbeing.	HT	Termly checks	Dec 18 - Children able to deal with their emotions better through use of play therapy. Funding through trips has allowed all children the same opportunities and encouraged learning outside the classroom.	Dec 18	£9000
Play therapy and use of wellbeing support						
Staff training on how to manage attachment issues	Increased staff understanding and able to implement strategies to support PP deal with any concerns thus allowing more focus on learning.			Mar 19 -  July 19 -		
*Provisional* Staff training on dealing with pupils with mental health issues						
Total Expenditure:						£58000

## Breakdown of funding spend

