** Pupil Premium Strategy 2017-2018**

|  |  |
| --- | --- |
| Lent Rise School’s Pupil Premium Action Plan | |
| Head teacher: | Jill Watson |
| Chair of Governors: | Maggie Young |
| Date last reviewed: | July 2018 |
| Date of next review: | December 2018 (half termly checks with reviews at end of each term) |
| Pupil Premium Profile 2017-18 | |
| Number of eligible pupils: | 46 (as of 20.7.18) |
| Amount per pupil: | £1320 / £1900 |
| Total pupil premium budget: | £65940 |
| Barriers to Learning | |
| Attendance rates for the pupil premium group is lower than the rest of the school | |
| Mid-year or end of key stage admissions | |
| Independent learning skills are weaker therefore resulting in lower progress | |
| Social, emotional, mental and physical health issues such as poor self-esteem and behavioural needs | |
| Lower engagement in learning | |
| Lower engagement in extra-curricular activities and school community events | |
| Oral language skills are lower for the pupil premium groups | |
| Lower parental engagement including willingness to engage with professionals and poor attendance to parents’ evening | |
| Varied home learning support and homework return rate | |
| Parents in prison leading to social and emotional issues which effect concentration | |
| Executive Summary | |
| Our vision and focus for our funding this year is to increase pupil premium attendance rates and develop stronger links with parents through our 6 week Impact Learning Project. We will also achieve this by offering places in our breakfast and after school club to all children who receive free school meals and hope to extend this out further. This will improve the children’s attendance rates, completion of homework and develop better links with parents to increase the children’s progress and attainment. In addition, the school is developing the role of a family liaison worker who is working with individual pupils and families to increase attendance and engagement in learning during drop off time in the mornings.  As a school we are continuing to diminish the difference in rates of progress and attainment between the children who are eligible for pupil premium funding compared to all pupils. We believe all children should make at least expected progress and, where appropriate, those eligible for pupil premium should make accelerated progress in Reading, Writing and Maths. We have set higher expectations this year for our pupil premium children, with targets of 7 steps progress expected across each area by the end of the school year instead of 6. 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, as well as completing half termly reviews with the children on their progress and next steps called ‘How Am I Doing’ review meetings. Our aim is that pupils are not disadvantaged in being able to access extra-curricular activities to support their attainment, academically or socially, activities such as music, clubs, swimming etc. 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.  **Conclusion of 2017-2018**  The strategies we have implemented this year are having an impact on the attainment and progress the pupil premium children are making. Having targeted strategies for attendance, parental engagement and academic progress have helped to streamline the support we are giving to one of our most vulnerable groups. In school data shows pupil premium children now make considerably more accelerated progress than their peers as well as more pupils achieving expected progress. This confirms that as a school we are diminishing the gap in terms of attainment. In addition we are also improving the involvement parents have with the school shown by an improvement in the number of parents attending consultation week and workshops run by the school.  Key highlights   * Reading progress up 2% in comparison to non PP * Writing progress up 10% in comparison to non PP * Maths progress up 5% in comparison to non PP * Accelerated progress Y2 – Y6 Reading 10.5% higher, Writing 19.9% higher, Maths 10.2% higher than non PP. * Accelerated progress Y1 Reading 9.9% higher, Writing 1.3% lower, Maths 23.1% higher than non PP. * Accelerated progress EY Reading 12.3% higher, Writing 10.6% higher, Maths 43.9% higher than non PP. * More children working at ARE in Writing and Maths with the gap between their peers reducing.   National Results:  EYFS – 67% (2 out of 3) pupil premium children in EYFS have made the expected progress in Reading, Writing and Maths due to the pre learning tasks the teachers have set up for them and the developing bonds between parents and school. These children will be further supported with their learning over the summer by the use of activity packs given to the children that include: books, journals for writing, phonics sound cards and a story sack.  KS1 – In the SATS test carried out this year, 54% of pupils achieved age related expectations in Reading with 46% of pupils achieving age related expectations in Writing and Maths. This shows a significant improvement from the previous year, particularly in Reading.  KS2 – In the SATS tests carried out in June, 57% of pupils achieved age relation expectations in Reading, SpG and Maths with 1 child achieving greater depth in SpG. This shows a good improvement from the previous year in Reading and SpG. Combined 43% of pupils (3 of 7) achieved in each area and several other children obtained just outside of expected by 1 or 2 marks.  Next steps for 2018-2019   * Develop the up take in breakfast club as proven to have a good success rate with engaging parents and attendance rates. * Continue to build relationships with parents to support their parental engagement through regular phone calls and IMPACT project. * Ensure boosters are effective and that pupil premium children are in every booster either being tutored or being the tutor. | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Strategy | Outcomes and success criteria | Owner | Milestones | Impact | Review date | Total cost |
| Attendance strategy | | | | | | |
| Access to breakfast and afterschool clubs  Support with uniform to support school attendance | Increased attendance.  Increase concentration.  Increased engagement in lessons. | Club leader / HT | ½ termly attendance checks | **Dec 17 –** Improved attendance for those children attending breakfast club. Attendance for pupil premium children as a whole school is improving.  Improved self-esteem and confidence where appropriate. Increased attendance LAC.  **Mar 18 –** Attendance for the whole school is continuing to approve with an average of 94% attendance across the school for those attending breakfast club.  **July 18 –** Attendance remains at 94%. Breakfast club has helped with improving attendance rates. Interventions have been put in place where attendance a concern and we hope to see the benefit of this in the new academic term. | Please refer to Pupil Premium strategy 2018 -2019. | £24 930 |
| Parental engagement strategy | | | | | | |
| Impact learning project (6 weeks) | Parental engagement increased at EYFS entry and for Y1 to encourage positive relationships between parents and school.  To increase standards in writing. | HT | Review after 6 weeks of project | **Dec 17 –** 79% of parents attended parents’ evening in October.  Impact attendance: Approximately 79%. Of the 33 invited 26 participated or had support outside of the session.  Impact so far: Reception: 100% of pupils at ARE (but are at the risk factor) in both reading and writing. 100% made expected progress.  Year 1: Attainment is 100% below ARE  Year 1: Progress = 100% made expected progress.  Years 2 – 6: Attainment 35% ARE with 30% of those being at risk.  Years 2 - 6 Progress: 75% expected or more progress with 15% accelerated progress.  All the above relates to writing attainment and progress.  **Mar 18 –** 81% of parents attended parents’ evening in March showing an improvement of 2%. This shows that more parents are engaging with the school.  **July 18 –** Those who took part in the impact project show a good level of progress when comparing to those who did not attend the impact workshop. Writing progress = 85% Y2 – Y6 compared to 83.3%. | Please refer to Pupil Premium strategy 2018 -2019. | £3 750 |
| Progress and attainment strategy | | | | | | |
| Use of gap busting to reinforce misconception on the day and to consolidate learning  PP TA to offer 1:1 support for individuals and group work  ‘How am I doing?’ Review meetings every half term with Pupil Premium child  Focus on oral feedback in each lesson and marking work first  Y6 after school club | Children to make expected and beyond expected progress to narrow the gaps in their attainment.  Improved attainment and social and emotional wellbeing.  Increased engagement in lessons. Increased contribution to own learning.  Increased feedback to develop learning  To prepare children for SATS and increase social and emotional wellbeing. | PP lead / CT / TA / HT | ½ termly data analysed and feedback given to staff  Pupil voice | **Dec 17 –** Children are making good progress and gaps in attainment beginning to narrow as a result.  Children making expected or accelerated progress are as follows:  Reading: 79% Writing: 81% Maths: 81%  Children identified for extra support and strategies in place to encourage further progress and attainment to rise.  Children are receiving immediate formative feedback in lessons which allows teachers to assess their understanding and plan accordingly. In addition, children are receiving summative assessments in the form of their review meetings, where they are beginning to understand their targets in more detail and what they need to do to achieve more.  The children who attend the club have an excellent attendance rate of 95% and where this has dropped has been due to extracurricular activities such as football matches which they have been allowed to attend to further build good bonds and relationships.  The children have all improved from the first assessments they were given in Autumn 1.  Bonds have been built with parents and very positive comments made in parents’ evening.  The focus, after club assessment and discussion with year 6 teachers, is reading and SPAG.  **Mar 18 –** Children are continuing to make good progress and close gaps between their non-eligible peers.  Children making expected or accelerated progress are as follows:  Reading: 87% Writing: 87% Maths: 84%  Attainment has also improved in most subject areas compared to Dec 17, with increases as follows:  Reading: +9% Writing: +9% Maths: +0%  Y6 children have improved on their base assessments and are focusing on reading and SPAG.  **July 18 –** Gap busting and all the other support in place for Pupil Premium children has supported their progress and attainment throughout the year.  Pupil premium make more expected progress than their peers and considerably more accelerated progress than their peers which will, in the long term, enable the attainment gap to diminish between them.  The progress PP make in relation to Non PP:  Reading: +2% Writing: +10% Maths: +5%  Gap busting has secured more children working at age related expectations with an increase of 7% in Writing, 6% in Maths and Reading has stayed the same comparing from the Summer 2 data 2016-17. | Please refer to Pupil Premium strategy 2018 -2019. | £34 300 |
| Outside school learning strategy | | | | | | |
| Access to visits and residential trips | Improved attainment and social and emotional wellbeing. | HT | Termly checks | **Dec 17 –** Improved self-esteem amongst peers. Increased communication with parents inquiring about support for trips/visits.  **Mar 18 –** Improved self-esteem amongst peers. Increased communication with parents inquiring about support for trips/visits.  **July 18 –** 100% of year 4 and 5s attended the BGS trip which allowed them to see what secondary school life would be like and has inspired them to want to go to a grammar school. It made a noticeable difference to their confidence and allowed them to interact with different children of varying ages.  The year 6 pupils were rewarded for their hard work throughout the year with a trip to Ten Pin Bowling. This improved their social wellbeing and allowed them to acknowledge that hard work pays off. | Mar 18 | £2 960 |
| Total Expenditure: | | | | | | £65940 |