



Pupil Premium Strategy 2016 -2017

Lent Rise School's Pupil Premium Action Plan	
Headteacher name:	Jill Watson
Chair of Governors name:	Maggie Young
Date last reviewed:	September 2017
Date of next review:	December 2017 -next review strategy

Pupil Premium Profile 2016-17	
Number of eligible pupils:	41
Amount per pupil:	£1200 / 1900
Total pupil premium budget:	£54000

Barriers to Learning	
Attendance rates for the pupil premium group is lower than the rest of the school	
Social and Emotional impacting on behaviour issue is having a detrimental effect on academic progress and that of their peers	
Independent learning skills are weaker therefore resulting in lower progress	
Varied home learning support and homework return rate	
Poor self-esteem linked to levels of pupil engagement and aspirations	
Mental and physical health issues	
Lower parental engagement including willingness to engage with professionals and poor attendance to parents' evening	

Oral language skills are lower for the pupil premium groups

Lower engagement in learning

Lower engagement in extra-curricular activities and school community events

Executive Summary

Our vision and focus for our funding spend this year will be 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. Our aim is that pupils are not disadvantaged in being able to access extra-curricular activities to support their attainment, academically or socially.

In order to diminish the difference in attainment, the school is now using a 'Gap Busting' intervention system to support pupils daily. The 'Gap Busting' intervention system aims to reduce the difference between pupil premium children and non-pupil premium children in Maths and English by completing same day interventions. This project was started in 2016 and has now been implemented throughout the school. The impact on pupil progress and pupil outcomes is regularly monitored by SLT and this will be shared with governors and staff. Our teaching assistants are deployed strategically to support individuals and groups working alongside the teachers to provide tailored support.

The school is focussed on reducing the absence rates for pupil premium children and one of the strategies to support this is the use of the school's new breakfast club. 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.

Common barriers can be less support at home, weak language and communication skills, lack of confidence, social and emotional difficulties, a fixed mind-set and also attendance and punctuality issues.

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.

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

Conclusion of 2016-2017

The strategies we have put in place this year are starting to make an impact on the children eligible for pupil premium funding. This can be seen through their social interaction with other children and members of staff, reported to have increased immensely. In addition, the amount of children making accelerated progress in Reading, Writing and Maths and the number of children working at age related expectations has improved since this time last year. As a school we will continue to strive for the best for all of our children and in particular children from disadvantaged backgrounds who require this additional provision to support their education.

The use of gap busting this year has made an impact on the accelerated progress the children have made, however it has not impacted as much as we had hoped in diminishing the differences between non-pupil premium. This is due to all children receiving gap busting, therefore the accelerated progress of all children has increased and the difference between the amount of accelerated progress the two groups have made has stayed the same.

Key Highlights:

- Accelerated progress in Reading increased by 29.6%
- Accelerated progress in Writing increased by 14.9%
- Accelerated progress in Maths increased by 16.9%
- The majority of children have made the expected progress or above in Reading and Maths
- Nearly the majority of children have made the expected progress or above in Writing
- More children working at ARE in Reading and Maths
- Intake of more children at breakfast club increasing attendance and homework return rate

National Results:

EYFS - The vast majority of pupil premium children in EYFS have made the expected progress in Reading, Writing and Maths.

KS1 - The majority of children have made the expected progress in Reading and Maths.

KS2 - In the 2017 SATS, 50% of pupil premium pupils achieved age related expectations in Reading , Writing and Maths combined. 75% of pupils achieved age related expectations in Writing and Maths and 50% achieved age related expectations in Reading.

Next steps for 2017-2018

- Develop the up take in breakfast club as proven to have a good success rate with engaging parents and attendance rates.
- Begin Impact Learning to further develop parental engagement within the school.
- Develop oral feedback given to Pupil Premium children and have half termly reviews with child on their progress and next steps.

Strategy	Outcomes and success criteria	Owner	Milestones	Impact	Review date	Total cost
Access to breakfast and afterschool clubs	Increased attendance Increase concentration Increased engagement in lessons	Club leader / HT	½ termly attendance checks	<p>March 17 - The number of PP children attending Breakfast club has increased. The attendance of all those children has now increased on average 6%. This is an improvement on last term. Orchard club has increased social skills for 100% of those in attendance (2 pupils).</p> <p>May 17 - More children are attending club which has had a positive impact on their attendance and homework return rate.</p> <p>July 17 - Breakfast club has had the most effective impact on the number of PP children's attendance and their social skills. Homework return rate has improved more and parental engagement due to hand over in the mornings has increased. This is a key area to develop next year.</p>	Please refer to Pupil Premium strategy 2017 - 2018.	£1500
<p>Use of gap busting to reinforce misconception on the day and to consolidate learning</p> <p>PP TA to offer 1:1 support for individuals and group work</p>	<p>Children to make expected and beyond expected progress to narrow the gaps in their attainment</p> <p>Improved attainment and social and emotional wellbeing.</p>	PP project lead	½ termly data analysed and feedback given to staff	<p>March 17 - Overall the percentage of pupils making expected and accelerated progress is increasing, particular in Maths.</p> <p>May 17 - More children are making accelerated progress due to the extra support they receive in lessons. Children working with 1:1 are reported to have increased engagement and development of social and emotional skills.</p> <p>July 17 - Gap Busting has increased children's accelerated progress in Reading, Writing and Numeracy with an increase of: 29.6% in Reading; 14.9% in Writing; and 16.9% in Maths.</p> <p>The data has been compared from Summer 2 (2016) - Autumn 2 results to Summer 1 (2017) results.</p>	Please refer to Pupil Premium strategy 2017 - 2018.	£48 500

				<p>Gap Busting has secured more children working at age related expectations in Reading and Maths with a deduction of those working below by: Reading -10.2% and Maths -6.2%.</p> <p>Writing has been identified as an area for improvement in terms of progress and attainment for Pupil Premium students; a change since the start of the year, as Reading was the developmental area but has now significantly improved.</p>		
Reading swap system	Improved engagement and attainment of Y6 disadvantaged pupils	Literacy co-ordinator	½ termly data analysed and feedback given to staff	Y6 pupils are more engaged in reading.	Please refer to Pupil Premium strategy 2017 - 2018.	£500
Support with inform to support school attendance	Increased attendance Increased social interaction	HT	Uniform checks - beginning of term	Increased inclusion and self-esteem.	Please refer to Pupil Premium strategy 2017 - 2018.	£500
Access to visits	Improved attainment and social and emotional wellbeing.	HT	Termly checks	Increased social skills and experience of real life skills.	Please refer to Pupil Premium strategy 2017 - 2018.	£2000
Use for external agencies for support	Improved attainment and social and emotional wellbeing.	SENDCO	½ and on-going monitoring	Increased inclusion and self-esteem. Increased ability to engage in the curriculum alongside peers. Increased social, emotional, physical health and wellbeing.	Please refer to Pupil Premium strategy 2017 -	£1000

					2018.	
Growth mind set activities	Improved confidence and self-belief in their own ability	Class teachers	Termly checks and through pupil voice	Increased inclusion and self-esteem.	Please refer to Pupil Premium strategy 2017 - 2018.	£0
Total Expenditure:						£54,000

Breakdown of funding spend

