

Pupil premium strategy statement for Lancaster Lane CP School

ITEM 11

1. Summary information					
School	Lancaster Lane Primary School				
Academic Year	2016_17	Total PP budget	£55 700	Date of most recent PP Review	May 2016
Total number of pupils	209	Number of pupils eligible for PP	25 + 4 CLA and 5 SG	Date for next internal review of this strategy	27/03/2017

2. Current attainment (Autumn Term 2016_17, Y1-Y6)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average) (149 – YR)</i>
% achieving in reading, writing and maths	R – 34% W – 28% M – 31% Combined – 17%	R – 72% W – 63% M – 86% Combined 59%
% making AT LEAST EXPECTED progress in reading (<i>at least 1 term progress</i>)	64%	81%
% making AT LEAST EXPECTED progress in writing (<i>1 term progress</i>)	68%	91%
% making AT LEAST EXPECTED progress in maths (<i>1 term progress</i>)	82%	89%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	A large number of our pupil premium pupils do not pass the phonics screening test.
B.	Poor motor skills which is impacting on writing.
C.	Historically, we have focused on closing the gap for low attaining pupil premium children and differentiating appropriately for the higher abilities.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Unsettled home-life, e.g. CLA, separation
E.	Persistent absence for FSM pupils
4. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Phonics skills improved for pupil premium children will have a knock on effect on later years.	<ul style="list-style-type: none"> - Children pass their phonics screening test. - Children are working at YRE in reading.
B.	Improved motor skills, leading to improved pencil grip and control.	<ul style="list-style-type: none"> - Children can hold their pencil correctly. - Children can form a greater number of letters after the intervention sessions.
C.	Average attaining pupil premium children achieve at least 'secure' at year group related expectations for their year group.	<ul style="list-style-type: none"> - End of term tracking data shows 100% of the average attaining pupils are on track.
D.	Pupil premium children have improved self-esteem, resilience and motivation to learn.	<ul style="list-style-type: none"> - Less undesirable behaviour recorded for pupil premium children. - Pupil premium children make progress at the same rate as non-premium children.
E.	Pupil premium children's attendance improves.	<ul style="list-style-type: none"> - Attendance figures for the identified pupil premium children rises to at least 90%.

5. Planned expenditure					
Academic year	2016_17				
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?
A)Phonics skills improved for pupil premium children in Y1 which will have a knock on effect on later years.	Initially, a review of how phonics is delivered in Y1, e.g. T&L styles, group rotation, adult subject knowledge and skills + CPD, groupings.	A significant number of our pupil premium children did not pass the phonics screening test in	<ul style="list-style-type: none"> - Observations - Tracking data 	CC	End of phonics phase
C)Historically, we have focused on closing the gap for low attaining pupil premium children and differentiating appropriately for the higher abilities.	Ongoing targeted planning and teaching for average-attaining pupil premium pupils from the teacher and additional target support experienced TA.	<p>Generally, interventions in place only for low-attaining pupils.</p> <p>Lesson observations and walk-throughs show that TAs tend to support with low-attaining pupils.</p> <p>Tracking shows a small proportion of the pupil premium children who should be on track, are not.</p> <p>Those pupil premium children who are on track must remain on track as they progress through school.</p>	<ul style="list-style-type: none"> - Planning scrutinies - Book look - Pupil progress meetings - Moderation meetings - Walk-throughs - Lesson observations 	KG	Half-termly
Total budgeted cost					£15,000
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?

B) Pupil premium children have improved self-esteem, resilience and motivation to learn.	Trained and allocated a TA (BM) to provide targeted nurture support. Employment of Angela Braithwaite (outreach worker) for 1.5 days per week to target families with poor attendance. Bought in Unicorn Counselling services.	1/3 of our pupil premium children have behavioural, social and emotional needs.	<ul style="list-style-type: none"> - Ongoing training for TA, e.g. shadowing SP&L therapist and outreach worker, etc. - SMART targets and more staggered assessment framework (PIVATS) - Allocated times for nurture to take place - Allocated space for quality nurture time - Appropriate resources 	KG	Termly
D) Poor motor skills in current year 1 cohort, which is impacting on writing.	Trained and allocated a TA (DJ) to provide motor skill intervention.	Children in EYFS/KS1 who display poor motor skills for their age and are not achieving expected attainment in writing.	<ul style="list-style-type: none"> - Training for TA - SMART targets and more staggered assessment framework (PIVATS) - Allocated times for intervention to take place - Allocated space for intervention sessions - Appropriate resources purchased 	LW	Half-termly
Total budgeted cost					£18,000
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?
E) Pupil premium children's attendance improves.	Employment of Angela Braithwaite (outreach worker) for 1.5 days per week to target families with poor attendance. (First two terms of the school year 2016-17, £250 from each PP child has been top sliced to buy into the Children's Centre for outreach workers)	The figure for absence for FMS pupils is 5.4% compared with 2.7% for non-FSM. For persistent absences (10% absence or more), it is 16.7% for FSM pupils compared with 3.3% for non FSM pupils.	<ul style="list-style-type: none"> - Planned time for outreach worker to gather background information about families and children's needs. - Effective use of time by outreach worker to build relationships with children/parents/carers. 	JG	Half-termly
Total budgeted cost					£12,000

6. Review of expenditure				
Previous Academic Year		2015-16		
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
To boost the attainment and progress of PP	Additional part-time teacher bought in to target PP children	4 children Reading 50-% at Expected which is lower than non PP but higher than Lancs PP Writing – 50% at Expected which is lower than non PP and broadly in line with Lancs	Having a qualified teacher that knows the school and the children well did have an impact. However, upon evaluation when using this approach again, the additional teacher would focus on the high ability children allowing the class teacher – who knows the children better – to effectively teach a small class (as per Year 6)	£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
Behaviour for learning – children's readiness for school including lunch time supervision and continuity	Specify a TA to focus on behaviour and nurture Extend behaviour strategies to lunchtimes	Behaviour both in-class and in the playground is improving – logs on CPOMS	Targeted TA intervention – proactive rather than re-active Specific training needed for TA Whole staff (T and TA review of behaviour management)	£12,000 (TA) £2,300 (Welfare Assistant)
Support from Clayton Brook Children's Centre and Counselling Services	£250 top sliced from every PP to buy –in continued support from CBCC and regular counsellor visits into school	Referrals are re-active but are effective	Closer partnership with the out-reach worker for a more proactive approach to meeting the children's and families' needs	£8,750 (CCBC) £1,800 (Counselling)
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
Enrichment / educational visits	School subsidises PP children for school visits and residential visits	Enrichment for the children – wider experiences and a broader more diverse curriculum	Beneficial for the children Need to be more strategic with costing for the year across the school	£1,000

Milk	School pays for the milk for PP children	Healthy lifestyles	Extend to KS2 children?	£400
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

The school has a nominated governor for Pupil Premium who meets termly with the HT
 Minutes of discussions at FGB and committee meetings re PP are available in school
 Detailed records of individual children are available in school