

Lawrence View Primary and Nursery School- Pupil Premium Strategy statement 2018/19

| Academic year | 2018/19 | Total Budget | Indicative £89,760. | |
|---|--|---|---|-------------------|
| Number of pupils on roll | 182 | Total number of eligible pupils | 80 | |
| Desired outcome | Chosen activity and approach | Evidence and rational for this approach | How will we measure the impact | Staff lead |
| To have a strategic approach to the allocation of funding and provision for disadvantaged pupils. | Appointment of a PP lead and SENCO- who has non contact time to monitor and facilitate provision for disadvantaged pupils. | PP funding needs a strategic approach to ensure all disadvantaged pupils access suitable intervention. | Through the monitoring of ES undertaking the role and the qualitative review. | ES |
| Having a readiness to learn and learning behaviours necessary to succeed. | To appoint a Pastoral Lead who supports families and works with outside agencies to support families in need. A range of interventions- Nurture provision, structured conversations, ELSA, play and art therapy | A large proportion of our pupils have social and emotional barriers as a result of a range of issues from difficulties in the home environment to diagnosed and undiagnosed medical conditions. Some pupils lack aspiration and engagement which can affect their ability to concentrate upon a task or maintain concentration when learning. Education funding endowment agency tool kit, Behaviour interventions +5 months, | Boxall profiles are used to identify barriers and once intervention is applied, monitor the impact. | BG |
| | To develop learning behaviours to support pupils further. Building learning powers. | Education endowment funding tool kit support improving learning discipline supports greater engagement in learning and has a positive impact on pupils outcomes. | Schools assessment tracking. Use of triad team meetings and pupil progress meetings. | NW |
| To narrow the attendance gap further for disadvantaged pupils | Appointment of a Pastoral lead and office admin time to track attendance thoroughly, to work with pupils and families to improve attendance and implement suitable | Statistically there is a gap between pupil premium and non-pupil premium attendance. "There is a clear link between poor attendance at | Schools tracking systems (SIMs) | BG |

| | | | | |
|--|--|---|---|----|
| | <p>interventions- home visits, purchase of alarm clocks, parenting advice.</p> <p>To fund breakfast club for those pupils who are disadvantaged and are persistently absent or late.</p> | <p>school and lower academic achievement. Of pupils who miss more than 50 per cent of school only three per cent manage to achieve five or more GCSEs at grades A* to C including Maths and English.</p> <p>Those pupils in receipt of FSM attendance is in the bottom 10% of the country. Persistent absence of this group is also in the bottom 10%.</p> | | |
| <p>To narrow the gap in pupil attainment ,and to accelerate pupils progress.</p> | <p>Providing dedicated personnel teachers and teaching assistants to deliver proven improvements strategies and build on the success of these interventions from previous years - including support in the classroom - exclusively for PP children supports these children further. This includes a range of high quality interventions</p> <ul style="list-style-type: none"> • A range of first class number (4 total) interventions. • Phonics interventions • Word WASP/Toe by Toe • Stareway • Better words. • Inference reading, • Switch on reading and writing. • 1:1 and small group tutoring (teacher led) | <p>The proportion of disadvantaged pupils are not achieving relative outcomes to non-disadvantaged pupils. Gaps in knowledge and understanding need to be closed. Our children have a variety of barriers to their learning we wish to build on previous years success that once a barrier has been identified an intervention will be put into place and monitored closely. There is a range of gains made through the use of these strategies as evidenced from the education funding endowment tool kit.</p> | <p>Schools EAZMAG tracking systems.</p> <p>Pre and post intervention tracking which is reviewed for impact 6 weekly.</p> <p>Monthly TA meetings to review practice.</p> | ES |
| <p>To provide a variety of enrichment activities.</p> | <p>Opportunities to engage in additional learning opportunities.</p> <ul style="list-style-type: none"> • Specialist music tuition, whole class, individual and small group. • Forest schools training for a teacher to gain the award and then forest schools session for children. • Cookery club • Visit subsidy and subsidised visitors in school to enrich the curriculum. | <p>Many of our pupils will not have opportunities to participate in the wealth of experiences available. There is a lack of take up of additional educational / extra-curricular opportunities by some number of families. Pupil premium funding is used to fill this gap. Outdoor learning education endowment foundation research suggests a gain of 3 months can be achieved with the use of outdoor adventure activity.</p> | <p>Monitoring of proportions of pupils engaged in a range of activities.</p> <p>Pupil interviews to judge the impact of activities.</p> | ES |

| | | | | |
|--|--|--|---|-----|
| | <ul style="list-style-type: none"> Library visits. | | | |
| To engage parents more fully in their children's learning and school lives. | A number of families will receive support from the Pastoral Lead where there may be contextual factors that can impact upon attendance, learning, behaviour and welfare of pupils Achievement for All programme and structured conversations. | There is a need to engage all parents in supporting their children and the school so that all pupils are able to access every opportunity provided. "Two recent meta-analysis from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months' positive impact." The Sutton Trust-EEF Teaching and Learning Toolkit, Sutton Trust, 2016 | The impact of Achievement for All will be measured through the use of achievement for all systems. AFA accreditation Qualitative evidence will be sort. | ES |
| To improve the outcomes of early years pupils to ensure that they are ready for successful learning. | To fund the staffing of additional adults in early years foundation stage who provide good role models for the children to develop social skills a | Significant gap in pupil attainment on entry to school (Reception year) when comparing Pupil Premium pupils and those not in that group. Readiness for 'successful learning' on entry to school - many children need support to develop active learning and independence skills when starting school. Significant numbers of pupils have difficulties with speech and language and this has an impact upon progress across the curriculum. | Pre and post assessment of children's readiness to learn and speaking and listen will be conducted and gaps will become smaller as a result of accelerated progress through a range of interventions. | JIL |