

Landkey Primary School  
Pupil Premium Strategy for 2018-2019



**Pupil Premium Strategy for 2018-2019**

**2017-2018: Pupil Premium Grant**

The pupil premium grant is additional funding for schools to use to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. 'Disadvantaged' pupils include;

- Pupils on Free School Meals (FSM), or those that have been identified as FSM in the past six years (Ever 6 FSM)
- Children in care, or who have been in care

Funding is also given to children from Service families, known as Service Premium.

**Overview of Landkey Primary School**

2018-2019 (figures from Sept18)			
Number of pupils on roll	198		
	Reception	Y1-Y6	Total
Number of PP pupils	0	20	20
Total amount of PP to be received in 2018-2019(est)			£26, 400

Landkey Primary School  
Pupil Premium Strategy for 2018-2019

**Barriers to future attainment (for pupils eligible for PP) in Landkey Primary:**

<b>In-school barriers</b> <i>(issues to be addressed in school)</i>	
<b>A</b>	Attainment gaps in some year groups and areas of the curriculum compared to non-PP and nationally
<b>B</b>	Many PP children have additional needs 60% (12/20)
<b>C</b>	Some PP children do not perform well in writing (57% working below ARE) 19% did not make expected progress
<b>D</b>	Higher ability PP not all achieving greater depth/high score at the end of Key Stages
<b>E</b>	Attendance for PP children has improved but needs to be maintained
<b>External barriers</b> <i>(issues which also require action outside school)</i>	
<b>F</b>	Some PP children continue to have limited experience of wider learning opportunities which affect their learning behaviour and knowledge of the world.
<b>G</b>	Parents are enthusiastic and positive but need to access additional support from school
<b>H</b>	Low level aspiration
<b>1. Desired outcomes</b> <i>(Desired outcomes and how they will be measured)</i>	
<b>A</b>	Attainment gaps between PP and non-PP in school and nationally will continue to close
<b>B</b>	To increase the number of PP children with additional needs who will continue to make at least adequate progress.
<b>Success criteria</b>	
Aspirational targets set for end of key stages: EYFS GLD- no PPG Phonics – 50% End of KS1 EXS –reading 60% writing 60% maths 80% End of KS2 EXS - reading100% GAPS 100% writing 100% maths 100% Y1- reading 50%, writing 50%, maths 50% Y3 -reading 75%, writing 75%, maths 100% Y4 --reading 50%, writing 50%, maths 50% Y5 -reading 100%, writing 0%, maths 33%	
PPG with additional needs (total of 12 pupils) 2017-2018 Maths: 73% on track 33% ARE 2018-2019 targets Maths:91% on track 55% ARE  2017-2018 Reading: 91% on track 50% ARE	

Landkey Primary School  
Pupil Premium Strategy for 2018-2019

		<p>2018-2019 targets Reading:100% 75% ARE</p> <p>2017-2018 Writing:73% on track 0% ARE</p> <p>2018-2019 targets Writing: 100% 36% ARE</p>
C	To increase the number of PP on track to achieve ARE in writing.	<p>2017-2018 – 43% PPG working at ARE</p> <p>2018-2019 – 60% PPG working at ARE</p> <p>2017-2018 – 81% PPG on track</p> <p>2018-2019 – 100% PPG on track</p>
D	The number of PP children achieving greater depth or high score will increase	<p>Aspirational targets set for end of key stages:</p> <p>EYFS Exceeding- no PPG</p> <p>End of KS1 GDS (Total of 5 pupils) - reading 0%, writing 0 %, maths 25 %</p> <p>End of KS2 GDS/High Score (Total of 4 pupils) - reading 50%, GAPS 50%, writing 50%, maths 50%</p> <p>Y1(2 pupils)-reading 50%, writing 50%, maths 0%</p> <p>Y3(4 pupils) -reading 25%, writing 0% maths 25%</p> <p>Y4(2 pupils) - reading 0%, writing 0% maths 0%</p> <p>Y5(3 pupils)- reading 0%, writing 0% maths 0%</p>
E	To continue to improve attendance figures for PP children	<p>PP children to achieve in line with national above average figures</p> <p>Target of 95% PPG attendance</p>
F	To continue to ensure PP children have access to the same opportunities and experiences as their non-PP peers	<p>60% of PPG pupils will access extra-curricular activities</p>
G	To continue to embed TAF process and involvement of SENCo and multi-agencies.	<p>100% of PP with additional needs have access to SEN provision and involvement from SENCo/agencies</p>
H	PP pupils talk with confidence about their learning journey and aspirations going forward.	<p>Target 90% of PP pupils give a positive response when talking about their learning and can articulate their aspirations for the future</p>

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**Pupil Premium Strategy for 2018-2019**

Planned expenditure					
Academic Year		2018-2019			
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) Attainment gaps between PP and non-PP in school and nationally will continue to close	Termly pupil progress meetings Fortnightly PP progress meetings Carefully planned timely intervention PP mentors Lesson obs – focus on PP pupils	Embed systems and processes put in place last academic. Good practice will continue and a focus on reading for pleasure and use of vocabulary other approaches which lead to accelerated progress.	CT held to account in regular progress meetings Progress of PP pupils monitored closely.	PP Champion	Termly
C) To improve number of PP children on track in writing	Pie Corbett training day Reading for pleasure- whole school focus Improving vocabulary Book club	Pie Corbett training and focus on reading for pleasure and vocab used to impact on teaching of writing. Writing results show that most children were on track but less than half of the pupils were working at ARE. 55% of current PPG have SEN, of these children 64% have MLD, SpLD or SLCN needs which impact greatly on their learning in particular writing.	Literacy coordinator to monitor moderation Staff training – learning walks, book scrutiny to evaluate impact PP progress meetings-review individual progress. SENCo to run surgeries for staff with regards to supporting SEN in writing	PP Champion SENCo Lit Co	Termly – whole school half-termly PPG meetings.

Landkey Primary School  
Pupil Premium Strategy for 2018-2019

Planned expenditure					
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?
<b>D) The number of PP children achieving greater depth or high score will increase</b>	Embed last year's work on greater depth. Staff made aware of which PPG are capable of greater depth and plan accordingly Continued use of mastery material Continued moderation of GDS work GDS PPG pupils monitored half-termly.	PP children did not perform well at greater depth compared to non-PP both in school and nationally in all areas of the curriculum. The children who performed well at KS1 do not always convert to high score at the end of KS2.	PP children will be monitored closely to ensure they are making good progress. Regular PP progress meetings will track the impact of intervention. Book scrutiny will be used to monitor the opportunities available to HA PP children.	PP Champion	Termly
<b>Approximate total budgeted cost</b>					£9 900
i. Targeted support					

**Landkey Primary School**  
**Pupil Premium Strategy for 2018-2019**

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) To increase the number of PP children with additional needs who will make at least adequate progress.	Embed use of provision maps and 'My Plans' Timely intervention Support of SENCo /multi-agencies Staff training to enable staff to meet the needs of SEN pupils through quality first teaching. THRIVE	2017-2018 PPG with SEN Reading- 9% not on track, 50% working below ARE Writing-27% not on track, 92% working below ARE Maths- 27% not on track, 67% working below ARE	Lesson observation Monitoring/ reviews of provision maps and 'My Plans' Regular PP progress meetings Aspirational targets set for each year group	SENCo PP Champion	Termly
G) To continue to embed TAF process and involvement of SENCo and multi-agencies.	Training for SENCo Close monitoring of SEN/PP pupils Liaison between staff and SENCo SENCo training	SENCo will continue with 2 days per week.	Continued monitoring of SEN	SENCo SLT	July 2019
<b>Approximate total budgeted cost</b>					£14 000
<b>i. Other approaches</b>					

**Landkey Primary School**  
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<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Target of 95% set for PPG pupils	Continued weekly attendance monitoring for PPG More involvement from EWO	Continue to improve attendance	Increased monitoring of attendance with increased parental communication.	SLT	Ongoing
F) To continue to ensure PP children have access to the same opportunities and experiences as their non-PP peers	Cost of trips, events and clubs to be covered by school if required. Continue to communicate entitlements to parents	Many PP families have needed and sought financial support from school.	Continue to communicate to parents	SLT Admin	Termly review of PP children participation. Letters
H) PP pupils talk with confidence about their learning journey and aspirations going forward.	PP pupil conversations and questionnaires Further embed growth mindset approach embedded in school Regular growth mindset assemblies Pupil mentoring for PP children	Mentoring has proved successful for pupils. Questionnaires need to be used this year as action was not implemented last academic year.	Feedback sheet to be completed by the mentor weekly. PP champion to oversee and monitor this strategy and measure impact Questionnaires to be completed termly	PP Champion	Ongoing monitoring by PP champion and CT/TAs
<b>Approximate total budgeted cost</b>					2500

**Additional Notes**

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**Pupil Premium Strategy for 2018-2019**

- ❖ The Deputy Head teacher continues with the role of Pupil Premium Champion and there is a whole school approach to the provision for disadvantaged pupils. The Deputy Headteacher continues to have 3 days teaching commitment this academic year to allow for more dedicated PP time. Teachers are responsible for the progress of PP pupils supported by SLT. This is clearly outlined in the School Development Plan with a strong focus on closing the gap between PP children and 'others' both in school and nationally.
- ❖ Peer moderation allows staff to work within phases to share good practice and ensure consistency when applying the standards. It takes place fortnightly and disadvantaged pupils are a focus group.
- ❖ Ability groupings are used for RWI in Reception and Year 1.. Pupils in Year 2 will begin the 'Talk for Writing' programme in the Autumn term. Reception and Year 1 will begin to explore ways of introducing key 'Talk for Writing' strategies and approaches into the learning in a bid to improve writing outcomes. This is to ensure that at least 85% of pupils achieve the expected standard in writing at the end of KS1. At least one English session per week is a dedicated Big Write session.
- ❖ 'Counting to Calculate' continues to be used in Year 4, Year 3 and Year 2 to ensure children with gaps in their mathematical understanding are given extra support to close the gap.
- ❖ THRIVE is offered to pupils needing support with emotional and social development. All members of staff, including MTAs, have received basic Thrive training and new staff trained to be Thrive practitioners to maintain provision for pupils.
- ❖ Learning aids such as laptops are offered if deemed to be necessary for accelerated progress.
- ❖ There is a weekly KS1 and KS2 social and emotional group led by the SENCo and a TA and also lunchtime provision. This will be aimed at children whose needs are impacting on their ability to access aspects of school life.