



LAMMACK
PRIMARY SCHOOL

Pupil premium strategy statement:

1. Summary information

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| School | Lammack Primary Community School | | | | |
| Academic Year | 2016/17 | Total PP budget | £78460 | Date of most recent PP Review | |
| Total number of pupils | 488 | Number of pupils eligible for PP | 63 | Date for next internal review of this strategy | |

2. Current attainment – based on Summer 2016 data

KEY HEADLINES

INSPECTION DASHBOARD – 2016

- For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects for all EYFS development groups was close to or above national figures for other pupils.
- For KS1 disadvantaged pupils, attainment of greater depth in all subjects for all EYFS development groups was close to or above the national figures for other pupils.
- Disadvantaged KS2 pupils had an average scaled score equal to or above the national score for other pupils in reading and mathematics.

Whole School Analysis

EYFS (3 children)

67% of PP pupils achieved Good Level of Development - compared to LA average of 54%. One PP child didn't achieve GLD - will be tracked in Year 1.

YEAR ONE PHONICS SCREENING

75% of Year 1 PP pupils (3 children) reached the Expected Standards. One PP child didn't pass the Phonics Screening—but he scored 31 this was a tremendous achievement for him. He will be having additional phonic Intervention in Year 2.

KS1 (9 PP pupils in Year 2)

55.6% achieved expected standard in Reading, Writing and Maths, compared to National Average of 45,8% and LA Average of 55.4%.

Writing and Maths - the gap is widening between PP and non PP pupils - this needs addressing. This group will be closely monitored in Year 3 and additional interventions will be delivered to meet their individual needs,

KS2 (9 PP pupils in Year 6)

78% of PP reached the expected standard in R, W and M, compared to the LA figure of 42% and the National figure of 38% - so significantly above!

100% of PP pupils reached expected standard in GPS compared to 91.8% of other pupils.

77.8 % of our PP pupils reached expected standard in Combined R, W and M - compared to 73.8 of all other pupils. Therefore, outcomes for PP pupils compare positively with outcomes for school's other pupils.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

BARRIERS TO FUTURE ATTAINMENT OF SOME OF THE PUPILS ELIBLE FOR PP ARE AS A RESULT OF THE INCREASE IN EXPECTATION OF NATIONAL CURRICULUM ASSESSMENT AND MORE DEMANDING TESTS

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

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| A. | More children, including those in receipt of Pupil Premium, are entering school with lower levels of Speech and Language which is impacting on attainment. |
| B. | Progress has slowed for some pupils eligible for PP funding across reading, writing and maths as a result of raised expectations in assessment in KS1 and KS2. |
| C. | Social/emotional needs of some pupils in receipt of PP have created barriers which make accessing learning, particularly on a formal basis, difficult across KS1 and KS2. |

External barriers (*issues which also require action outside school, such as low attendance rates*)

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| D. | The home environment for some pupils eligible for PP funding is not conducive to learning – due to socio-economic factors, lack of support with homework and parental language barriers. |
| E. | Poor attendance is a factor for some pupils eligible for PP funding. |

| 4. Desired outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | To ensure that pupils eligible for PP funding are given rich and varied opportunities to develop their language and extend their vocabulary. | Pupils make rapid progress with their speech and language targets, being able to speak in structured sentences and apply their language skills to their writing. |
| B. | To ensure that pupils eligible for PP funding make at least the expected progress from their EYFS starting points at the end of KS1 in reading, writing and maths. | Pupils eligible for PP funding make rapid progress by the end of the year so that there is a diminishing difference between their attainment and that of other pupils. |
| C. | To identify the social/emotional needs of pupils eligible for PP funding, particularly those from vulnerable families, in order to provide support and enable them to adopt a more focused approach to their learning. | Supported children make at least expected progress in learning across the key stages. There is effective communication between home and school. |
| D. | To provide enrichment opportunities for pupils eligible for PP funding. | Children are able to attend enrichment activities which support their well-being and extend their learning. Parents are fully engaged through conferencing sessions and as a result can support their children with homework, etc. |
| E. | The attendance of PP children improves | Reduce the number of persistent absentees among pupils eligible for PP EWO involvement will not be needed Attendance for the children is in line with national at 96% |

| 5. Planned expenditure | | | | | |
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| 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,B | Staff training to develop pedagogy and broaden the quality of teaching and learning in reading, writing and maths. | We want to ensure children receive high quality teaching/support to develop their reading, writing and maths skills. | Implementation of Mastery in Maths strategies, Developing Comprehension skills through focussed teaching and rich writing opportunities across the curriculum. Collaborative planning and observations through peer to peer support. Monitoring by Subject Leads. | N Majid English/ Maths Leaders TLR Leads | Termly pupil progress meetings/end of year outcomes. |
| Total Budgeted Cost: £8000 | | | | | |
| 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? |
| A,B & E | TAs/DHT to support FSM/PP children by ensuring full involvement in school life and providing targeted support during lessons. Staffing secured to ensure interventions can target identified PP children for additional support . | We want to ensure that all pupils have the opportunity for quality support with their learning and to also be able to specifically target FSM/PP by supporting during group activities and individual support when necessary. | Through monitoring by SLT and Subject Leaders. Through Appraisal of TAs so that strengths and needs can be identified. By allocating TA meeting time for CPD . DHT half termly review meetings. | SLT | Through: Termly pupil progress meetings. Outcomes discussed regularly at ELT meetings. |

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| B, C | <p>TAs to deliver interventions working on areas identified through assessment data and on-going teacher assessment</p> <p>SUPPORT GROUPS</p> <p>Reception – Language Group – 10 hours per week</p> <p>Year 1 – Precision Monitoring – 10 hours per week.</p> <p>Year 2 – 2 x TAs delivering maths and writing interventions – 10 hours per week.</p> <p>Year 3 – 2 x TAs delivering interventions and providing social/emotional support for target pupils.</p> <p>Year 4 – Additional Level 3 SSA – 10 hours afternoon support for target pupils.</p> <p>Year 5 – Employment of additional teacher – 15 hours per week.</p> <p>Year 6 – After School Booster Groups delivered by teachers.</p> <p>Additional TA delivering interventions three afternoons per week – 6 hours.</p> <p>Additional Guided Reading/Daily reading with target pupils – 10 hours per week</p> | <p>We want to support our pupils by breaking down barriers to learning and ensure that they make progress in all areas of their learning.</p> | <p>DHT will monitor the implementation of interventions and evaluate impact on a termly basis.</p> <p>Discussion at pupil progress meetings.</p> <p>Targeted support for vulnerable pupils</p> | DHT/ SENCO | <p>Pupil Progress meetings – termly.</p> <p>Pupil Conferencing sessions – DHT</p> <p>Analysis of assessment data and intervention impact data.</p> |
| Total Budgeted Support: £48, 900 | | | | | |
| C, E | <p>DHT to provide specific support for families and pupils where specific attendance issues arise, including home visits. Raise attendance and improve punctuality of more vulnerable children.</p> <p>DHT and named staff to provide pastoral support where needed – to further develop positive attitudes to learning.</p> <p>Foster closer links with vulnerable families.</p> | <p>Evidence illustrates that poor attendance adversely affects a child's progress at school. Over the last few years, we have seen a steady increase of children (from families) that require support with their well being</p> <p>Therefore, the DHT is able to assess and offer the necessary support to target children and families.</p> | <p>DHT has half termly meetings with the EWO to discuss any attendance issues.</p> <p>School Nurse referrals where necessary.</p> <p>Use of other external agencies to provide emotional and other support when necessary – for example, Winston's Wish.</p> | DHT | Every half term. |
| Total Budgeted Cost: £13 000 | | | | | |

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| D | <p>Encourage attendance of pupils eligible for PP at activities which enrich their learning or give experiences they may otherwise not have.</p> <p>Engage and support parents with language barriers – through Parent Conferencing sessions, parent workshops, etc</p> | <p>We want pupils eligible for PP to be able to access school enrichment activities, breakfast club, educational visits, residential trips, etc which provide stimulating and enriching opportunities for children's development.</p> | <p>Meetings with parents to discuss activities on offer and how they will support their child's learning.</p> <p>Encouraging pupils to attend and quickly responding to pupils who show signs of disengagement.</p> <p>Parent Conferencing sessions.</p> | DHT/ Head | <p>On-going review and evaluation of impact.</p> |
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Total Budgeted Cost: £8960