

Lyme Community Primary School

Pupil Premium Strategy 2017-2018

Inspire - to encourage somebody into greater effort, enthusiasm, or creativity

Challenge - to stimulate somebody by making demands on the intellect

Achieve - to succeed in doing or gaining something, usually with effort

Nurture - to encourage somebody or something to grow, develop, thrive, and be successful



As a Rights Respecting School (UNICEF) –this strategy upholds

Article 3: *The best interest of the child must be a top priority in all things that affect children.*

Article 28: *Every child has the right to an education.*

Article 29: *Education must develop every child's personality, talents and abilities to the full.*

Article 31: *Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.*

1. Summary information					
Academic Year	2017-18	Total PP budget	£118,060	Date of most recent PP Review	Sep 17
Total number of pupils	230	Number of pupils eligible for PP	88	Date for next internal review of strategy	Apr 18

2. Current attainment		
<i>2016-2017 RESULTS</i>	<i>x16 Y6 Pupils eligible for PP Lyme</i>	<i>All Pupils Overall national average</i>
% of PP pupils achieving the expected standard in reading	56%	71%
% of PP pupils making the expected standard in writing	78%	76%
% of PP pupils making the expected standard in maths	56%	75%
% of PP pupils making the combined R,W,M, expected standard	39%	61%

3. Barriers to future attainment (for pupils eligible for PP)

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

A.	Attendance: x10 of the 2016-17 Y6 PP cohort were P.A.'s in the summer term (2015-16 x3 Y6 PP were classed as P.A.)
B.	A disproportionately high percentage of PP pupils are in the current Y6 - 48% (last year = 53%) and 41% in current Y5 cohort
C.	The majority of children at Lyme enter school below age expectations and some well below. (Nursery intake 2016 – 60% below and 10% well below.) Oral language skills in Reception are low for pupils eligible for PP which can slow reading and writing progress in subsequent years. A number have speech and language issues. (last year's Nursery cohort had 11 pupils with Sp & Lang needs 3/11 PP)
D.	Experiences of the wider world are limited for a high number of children and aspirations for their future are low. (80 th percentile for school deprivation indicator)

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

E.	Behaviour at home and family relationships- Within those eligible for pupil premium funding some families report the challenges they face with managing the behaviour of children at home leading to lack of sleep for children, not completing homework and increased negativity at home. These issues impact on attendance with a high % of PP children also being Persistent Absentees in the summer term (47%)
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4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Attendance of the group eligible for pupil premium improves and the difference diminishes between this group and others nationally. The percentage of those PP eligible who become PA reduces.	Reduce the number of persistent absentees among pupils eligible for PP from 47% in last ½ term 2016-2017 to 25% or below. Overall PP attendance improves from 93.2% to 96% in line with whole school target attendance.
B.	Focussed upper KS2 support will enable PP pupils to make increased progress and improved attainment reducing the gaps in achievements leading to higher results and improved life chances.	KS2 PREDICTED attainment for current Y6 PP cohort will increase from 36% reading (Y5 data) to 64%. In writing, 36% to 71% and in maths 36% to 50% For combined R,W&M, PP outcomes will increase from 36% (2017) to 50% (2018)
C.	Children in the Early Years Foundation Stage will have improved oracy skills which will impact upon their communication, language and literacy development. (Improved end of F.S. outcomes in speaking and reading)	Pupils eligible for pupil premium funds accelerate quickly with their language skills in order to diminish any difference in attainment by the end of the Foundation Stage. Whole class end of F.S. outcomes for reading EXP+ from 76% 2017 (23/30) to a minimum of 83% 2018 (25/30) Overall GLD for PP pupils (x5 in YR 2017-18) to be a minimum of 60% (3/5 predicted GLD)
D.	Pupil premium children targeted to access ‘wow’ experiences, supported by funding from the PPG budget including visits out, visitors in, after school club provision and learning resources to motivate and inspire our disadvantaged children increasing aspirations and impacting on improved attendance (see A above) and outcomes. (see B above)	Emotional well-being for targeted pupils improved (evidenced through Q10 Y6 EXIT questionnaire ‘Additional activities helped my self-confidence grow.’ Improved response from 85%. Readiness for learning in lessons improved which impacts upon pupil outcomes for key groups.
E.	Through focussed interventions from PP Champion, Learning Mentor and other support staff, pupils eligible for PP will have improved outcomes and attitudes towards their education in both the primary and secondary phases.	Emotional well-being for targeted pupils improved. Readiness for learning in lessons improved which impacts upon pupil outcomes for key groups. Y6 Exit Questionnaire positive responses to Q1 ‘I enjoyed my time at Lyme very much’ will increase from 86% (2017) and Q2 ‘I was successful at Lyme’ will increase from 89% (2017). Students will feel fully prepared for Secondary School and will have felt fully supported by our L.M. (if applicable) as evidenced through Y6 EXIT questionnaire 2018 additional relevant questions.

5. Planned expenditure					
Academic year		2017-2018			
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?
To improve academic success for targeted groups of PP pupils. Misconceptions will be addressed in small groups and targeted pupils will make good progress. Pupil's confidence and independence in lessons will improve. Targeted pupils will catch up quickly and make age related expectations.	Provide Additional Support through small groupings and targeted support in Y5 & 6 from November until end of May through a temporary F/T Teacher Booster Sessions after school from October half term	Data analysis shows that x9 Y6 PP pupils are not at ARE in writing. x9 Y6 PP pupils are not at ARE in reading and x9 Y6 PP pupils are not at ARE in maths Following analysis, pupils targeted for additional provision in reading, writing and maths make accelerated progress to catch up to ARE. EEF research shows that intensive tuition in small groups is very effective. (4 months' additional progress) Teachers and TAs focus on giving immediate feedback, and closely matching work to learners' needs.	Experienced teachers with evidence of outstanding provision to deliver sessions. Use of pupil assessment data to target pupils' needs. Small group size to maximise impact.	Jo Roberts Teacher to be appointed Miss Hope Vicky	Termly assessment data On-going monitoring focussing on different weekly targets (see Monitoring and Evaluation Timetable)
<i>Additional teacher for a.m. Y6 support inc all PP £17,600</i>		<i>Booster Sessions – 1 hour per week per child = £28</i>		<i>Temp Y5&6 Teacher inc all PP £17,220</i>	

<p>Support in class for all year groups from trained Teaching Assistants and Teachers delivering early talk, reading, writing, and maths interventions.</p>	<p>Small groups' additional support during lessons by Teaching Assistants</p> <p>Small group tuition. (additional interventions within the school day)</p> <p>Numbers Count programme</p>	<p>Children who have received Numbers Count Sessions have on average made 1Y 3months progress in Maths and 1Y 6months progress in their Number Age during 2016/17.</p> <p>Individual Reading Sessions – 1Y 2 months progress</p> <p>Memory Skills Sessions – 1Y 4 months progress</p> <p>Early Talk Boost Sessions – 1 Y 2 months progress</p> <p>These T.A. delivered sessions are successful as the children who participate in these interventions are on average making the same or accelerated progress compared to their peers.</p>	<p>PP pupils to close attainment gaps and make substantial progress (+14 months progress or +6 tracking points instead of expected 6 in SPT) by July 2018.</p>	<p>Kathryn Burns and all Teaching Assistants</p>	<p>Baseline assessments pre intervention and assessments post intervention</p> <p>Termly analysis by SENCo of intervention data to evaluate the most effective.</p> <p>(See SENCo review and analysis report)</p>
<p><i>L2 T.A. cost per intervention (x 6 weeks) per child = £48</i></p>		<p><i>T.A. Classroom support for small group learning in mornings (inc all PP) – £30,700</i></p>		<p><i>Numbers Count Intervention (x40 sessions) = £1300 per child</i></p>	
<p>Continued funding of Learning Mentor to raise attainment and progress in Reading, Writing and Maths by addressing emotional needs.</p>	<p>Social skills programmes tailored to meet the individual needs of the pupils to raise self-confidence and self-belief.</p>	<p>Meeting children's emotional needs has an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself (on average 3 to 4 months' additional progress) Sutton Trust EEF.</p>	<p>Recorded poor behaviours by PP children will reduce over the year.</p> <p>Access to specialised programmes which are targeted at pupils with behavioural needs or school level approaches to develop a positive ethos to support greater engagement in learning.</p>		<p>Half termly audit of time spent in Reflection by groups (boy v girls, PP v non PP)</p> <p>Learning Mentor's records</p> <p>Data from CPOMs</p> <p>Termly monitoring of outcomes</p>
					<p><i>Learning Mentor £19,580</i></p>

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?
<p>School to reach in line/above national average for attendance.</p> <p>Pupil's health and well-being needs are met – removing barriers to learning.</p> <p>Families are supported and able to provide a nurturing environment to facilitate learning.</p> <p>Aspirations and confidence of eligible pupils will improve and increase.</p> <p>Overall PP attendance improves from 93.2% to 96% in line with whole school target attendance.</p>	<p>Provide a Learning Mentor with specific responsibility for attendance. They should engage parents and refer to agencies to support if possible.</p> <p>L.M. to provide nurture sessions to address any barriers to learning that the children may have and their social, emotional and well-being issues will be targeted.</p>	<p>Attendance figures for this group serves as a barrier to learning and reduces the capacity for further progress. In some cases this is simply due to absence linked to holidays in term time. Despite these being unauthorised this is not a deterrent.</p> <p>Attainment for all pupils can be improved with good attendance</p> <p>Overall attendance average for PP students last year was 93.2% compared to whole school figure of 95.2%</p>	<p>Pastoral lead to ensure initiation, implementation and impetus of all strategies to improve attendance and behaviour for learning.</p> <p>Data analysis and close tracking of attendance for the target group from Learning Mentor with SLT measuring impact and feedback.</p> <p>Learning Mentor records / case studies</p>	<p>Jen Lammond</p>	<p>Half termly audits of attendance</p> <p>Learning Mentor's records</p> <p>Weekly meetings between Headteacher and Learning Mentor – (see records)</p>
				Learning Mentor £19,580	

<p>Improve understanding and language acquisition within the Foundation age pupils, measured by assessments and observation.</p>	<p>Review reading resources to ensure adequate numbers of texts exposing children to repetition and rich vocab alongside phonetically decodable texts in line with Letters & Sounds programme.</p> <p>Work with parents to support with Early Talk Boost sessions in Nursery and Reception.</p>	<p>Literature and sharing books has proven impact on the development of early language.</p> <p>Data shows the success of a rigorous and progressive Phonics programme as part of this process.</p> <p>Phonics Target - minimum 80% to achieve a pass compared to 71% in 2017 (2017 nat fig = 81%)</p>	<p>Monitoring and tracking of key group.</p> <p>Encourage regular parental engagement with the texts through home reading via Home/School agreements, regular reminders on Newsletters and advice on how best to support children's early reading skills.</p> <p>Improved outcomes evidenced through data and on-going observations evidenced in children's learning journeys.</p>	<p>Louise McDermott</p> <p>Ben Widdowson</p> <p>Kathryn Burns</p>	<p>SENCo to monitor interventions and ensure children make progress</p> <p>SLT to monitor SPT data</p>
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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?
<p>For pupils to access a range of social/cultural/sporting experiences, visits and activities.</p>	<p>Pupil Premium funding is used to ensure that out of school visits and visitors to school inspire disadvantaged pupils and provide them with inspirational experiences which have an impact on their literacy skills.</p>	<p>Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment. Being involved in extra-curricular sporting activities may increase attendance.</p> <p>First hand experiences are beneficial to pupils and aid in their learning. Writing in school is showing an improving trend as a result of this.</p>	<p>Keep register of attendance of PP pupils. Target 50% attendance at clubs by disadvantaged pupils. (See also Sports Premium plan.)</p> <p>Annual plan for classes linked to LCC show distribution of visits and visitors to ensure good coverage of first hand experiences across the school.</p>	<p>Jo Roberts</p>	<p>Half Termly review – when clubs changeover/ finish</p>

Subsidised trips, visitors and after school clubs for PP children - £3445

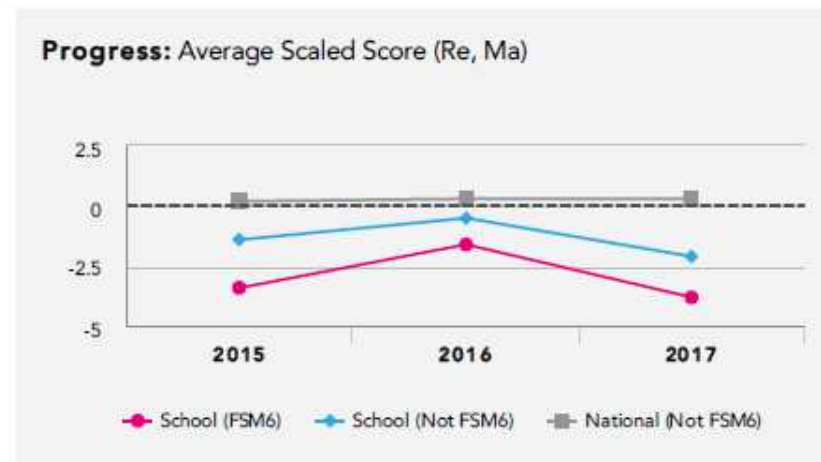
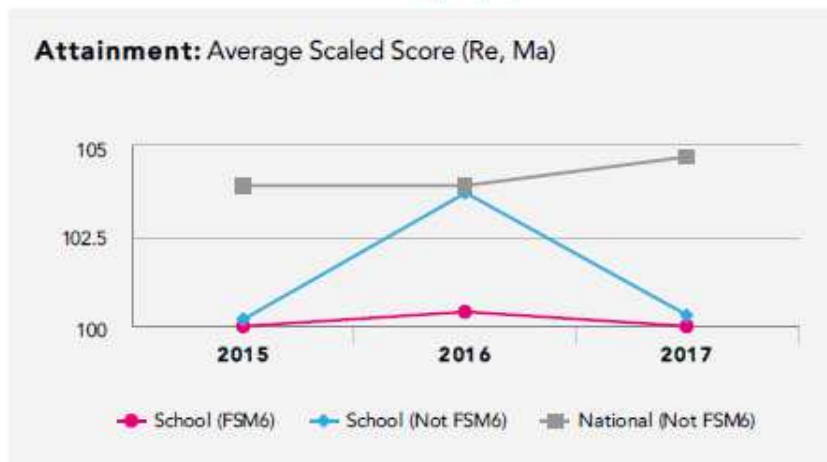
<p>Increase parental involvement in their child's education at Lyme to maximise learning potential and raise standards.</p>	<p>Parents given passwords to access their child's individual data through our online tracking and assessment system 'School Pupil Tracker Online'</p> <p>Parent Workshops for all year groups and in EYFs 'Stay and Play' sessions</p> <p>Narrowing the Gap project</p>	<p>Parental engagement has a large and positive impact on children's learning.</p> <p>Disadvantaged pupils who have made accelerated progress at Lyme have a supportive home environment where they regularly read with their child and support school learning.</p> <p>The 'Narrowing the Gap' project begun in 2016 to support parental engagement has shown improvements in progress of up to 16 months for children making 4 months previously.</p>	<p>Staff give out passwords at Parents Evening and use the SPT pupil's online learning journey as the basis for the professional chat.</p> <p>Each teacher delivers workshop to parents outlining expectations for year and ways to support learning.</p> <p>A new 'Narrowing the Gap' project led by Deputy together with Learning Mentor. Children targeted by review of reading records, spelling scores, homework completed and academic achievements.</p>	<p>Jo Roberts</p> <p>Jen Lammond</p>	
<p><i>Deputy and Learning Mentor time for planning and running 'Narrowing the Gap' sessions - £120 per session per week</i></p>				<p><i>SPT – on-going costs subsidised for PP - £1141</i></p>	

6. Preview of Expenditure - Previous Year 201-2017

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.	Cost												
To provide a targeted level of support to some of our most vulnerable children so they can make the progress expected of them, particularly in Reading, Writing and Maths.	To employ additional teacher to support smaller groups in Y6 and to deliver some interventions	We will raise the attainment for all children through increased targeted support from experienced staff. A number of PP children will receive extra support in order to accelerate learning. The focus will be on 'narrowing the attainment gap' so all children reach their potential. SEE DATA BELOW	Temp Y5&6 Teacher £17,220												
Deliver intervention programmes across the school to support and accelerate progress in English and mathematics	Support in class for all year groups from trained Teaching Assistants , delivering reading, writing and maths interventions.	<table border="1"> <thead> <tr> <th>Y6 PROGRESS</th> <th>READING</th> <th>WRITING</th> <th>MATHS</th> </tr> </thead> <tbody> <tr> <td>ALL CHILDREN</td> <td>1Y 1m</td> <td>1Y 4m</td> <td>1Y 3m</td> </tr> <tr> <td>Pupil Premium</td> <td>1Y 0m</td> <td>1Y 4m</td> <td>1Y 2m</td> </tr> </tbody> </table>	Y6 PROGRESS	READING	WRITING	MATHS	ALL CHILDREN	1Y 1m	1Y 4m	1Y 3m	Pupil Premium	1Y 0m	1Y 4m	1Y 2m	£50, 650
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KS2 Performance for disadvantaged pupils 2017



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.				Cost																																															
Recorded poor behaviours will be reduced by 25% during 2016-17 from 2015-16 figures for disadvantaged pupils.	Continued funding of Learning Mentor to meet the needs of those who need extra nurture provision.	Average number of weekly incidents <table border="1"> <thead> <tr> <th>BEHAVIOUR DATA</th> <th>Aut 1</th> <th>Aut 2</th> <th>Spr 1</th> <th>Spr 2</th> <th>Sum 1</th> <th>Sum 2</th> </tr> </thead> <tbody> <tr> <td>2015 – 2016</td> <td>55.8</td> <td>41</td> <td>55.8</td> <td>28.1</td> <td>34</td> <td>30</td> </tr> <tr> <td>2016 –2017</td> <td>31</td> <td>23</td> <td>14</td> <td>24</td> <td>20</td> <td>25</td> </tr> </tbody> </table>				BEHAVIOUR DATA	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	2015 – 2016	55.8	41	55.8	28.1	34	30	2016 –2017	31	23	14	24	20	25	£8543																										
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Our writing data for all will show improved progress and attainment statistics. PP pupils will close attainment gaps and make substantial progress (+1 tracking points above other pupils) by July 2017.	To introduce ‘Talk for Writing in spring term.	Numbers of students reaching national expected standard +9% for writing There were no significant differences in attainment or in progress for PPG/non PPG in writing OVERALL RESULTS BELOW INC PPG STUDENTS <table border="1"> <thead> <tr> <th></th> <th colspan="3">Actual results</th> <th colspan="3">Pupil progress</th> </tr> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>% Expected standard+ Writing</td> <td>76%</td> <td>68%</td> <td>77%</td> <td>-12%</td> <td>-10%</td> <td>+3%</td> </tr> <tr> <td>% Higher standard Writing</td> <td>24%</td> <td>6%</td> <td>7%</td> <td>-12%</td> <td>-10%</td> <td>-8%</td> </tr> <tr> <td>Scaled Score Writing</td> <td>-</td> <td>98.6</td> <td>100.1</td> <td>-</td> <td>-2.9</td> <td>-0.2</td> </tr> </tbody> </table> <p style="text-align: center;">Y6 2017 Data</p> <table border="1"> <thead> <tr> <th>Y6 Key Groups: Progress in Writing Key Groups:</th> <th>Autumn Assessment</th> <th>Spring Assessment</th> <th>End of Year Final</th> </tr> </thead> <tbody> <tr> <td>ALL CHILDREN</td> <td>5m</td> <td>9m</td> <td>1Y 4m</td> </tr> <tr> <td>Pupil Premium</td> <td>5m</td> <td>9m</td> <td>1Y 4m</td> </tr> </tbody> </table>					Actual results			Pupil progress				2015	2016	2017	2015	2016	2017	% Expected standard+ Writing	76%	68%	77%	-12%	-10%	+3%	% Higher standard Writing	24%	6%	7%	-12%	-10%	-8%	Scaled Score Writing	-	98.6	100.1	-	-2.9	-0.2	Y6 Key Groups: Progress in Writing Key Groups:	Autumn Assessment	Spring Assessment	End of Year Final	ALL CHILDREN	5m	9m	1Y 4m	Pupil Premium	5m	9m	1Y 4m	£2400
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Additional detail			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Cost
Enrichment opportunities presented to disadvantaged pupils. Target 50% attendance at identified clubs by disadvantaged pupils. (See also Sports Premium plan.)	To help subsidise some breakfast and after school provision, residential opportunities, school trips and extra-curricular activities for children.	to enhance the curriculum to ensure all children are able to participate and have the opportunity to experience new and challenging activities. We subsidise all extra-curricular clubs.	£9,000
To subsidise the funding for our school's online tracking and assessment system.	Parents will be given passwords to access their child's individual data through our schools' tracking system – School Pupil Tracker. On-going gap analyses will highlight further needs so extra provision can be provided.	Parental engagement and involvement in learning is increased. The tracking of progress and attainment is transparent so all can monitor and support the progress of the students.	£1141