

Pupil Premium Strategy

The Pupil Premium is allocated to schools based upon the number of children from low-income families who are currently known to be eligible for free school meals or have been eligible over the last six years. It also includes children who have been looked after by the local authority or children who have a parent working for the armed services. The service premium is designed to address the emotional and social well-being of these pupils. Pupil Premium funding is provided for the specific purpose of increasing the attainment and progress of these groups of children.

Rationale informing our Pupil Premium Strategy:

Each year the staff consider the impact of our Pupil Premium Strategy and evaluate the outcomes for pupils in their class and cohort. We look at data from local schools and from schools nationally. We have sought advice from other schools, where the Pupil premium Strategy is making a greater impact on the attainment and progress of their children. We also use research to inform our decision making progress. Our current strategy is informed by The Pupil Premium Sutton Trust Research, research by Sir John Dunford and research available from the Key.

Use and impact of Pupil Premium 2016-2017

The Grant was spent on:

- Additional staff in Foundation Stage to provide Forest School lessons with a focus on building confidence, resilience and extending vocabulary.
- Employing experienced staff to cover PPA lessons, as PPA amounts to 10% of the curriculum and satisfactory covers adversely affects Pupil Premium children. In Years 1 to 3 Outdoor learning provides the opportunities to broaden experiences, increase language functions and focus on gaps identified in assessments. In Years 4 to 6 PPA focuses on PE, ICT and music. Here there is a grammar, punctuation and spelling focus being transferred to independent writing.
- Additional teacher support in Years 5 and 6, enabling targeted support of children in numeracy and literacy.
- Teaching assistants to support the teaching of phonics, improving behaviour and resilience.
- Employing a Home School Link Worker to increase attendance of children in receipt of Pupil Premium and develop good communication with parents so they feel confident to support the school and their child's learning.
- Subsidising residential and educational day visits to facilitate a broad and balanced curriculum

- Providing a range of after school extra- curricular activities which include: Sports clubs, choir, samba band, science club and Spanish club. This ensures Pupil Premium children experience a range of experiences they may not be able to access outside of school and improves self-esteem and confidence.

Impact on Pupil Premium attendance for 2016- 2017

- Attendance figures improved throughout the year for pupil premium children to a rate of 92.58%. This is an area we must improve upon with more parental contracts being issued and no authorised absence being granted.

Impact on Pupil Premium participation in After School Clubs for 2017

Pupil premium participation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Start of Year	18%	50%	74%	75%	47%	48%
End of year	100%	97%	100%	94%	100%	91%

The % of pupils participating in residential visits and educational visits

- 100% of pupil premium children attended educational visits. 100% of pupil premium children who wished to attend residential visits did so. Some families did not want their children to attend for cultural or personal reasons.

Impact in Foundations Stage

- 67% of Free School Meal children in Foundation Stage achieved a good level of development in 2017. This is an increase from 2016, where 40% of Free School Meal children in Foundation Stage achieved a good level of development. (25% in 2015.)

Impact Year 1

- 71% of Free School Meal children achieved the expected standard in the Year 1 Phonic Screening test.

Impact Year 2

- 100% of Free School Meal children achieved the expected standard in the Year 1 Phonic Screening retake test.

- 93.3% of Pupil Premium children achieved the expected standard in the Year 1 Phonic Screening retake test.
- Pupil Premium children in year 2 have exceeded national percentages in reading and maths. Their writing will be addressed in Year 3.

Table to compare the results of Year 2 Larkrise Pupil Premium children to national results

	Larkrise Pupil Premium	Larkrise All	National
Reading	88%	70%	76%
Writing	63%	68%	66%
Maths	63%	67%	75%

Disadvantaged pupil's national average in 2016. Reading 62%, writing 53% and maths 60%

Year 6

- Of the 20 Pupil Premium children in Year 6 only 8 had started in our Foundation Stage. 6 of these 8 children achieved the expected standard in reading, writing and maths

Table to compare the results of Year 6 Larkrise Pupil Premium children to national results

	Larkrise Pupil Premium	Larkrise All	National
Reading	35%	57%	71%
Writing	45%	70%	76%
Maths	40%	63%	75%
Grammar, punctuation and Spelling	40%	57%	77%
Combined reading, writing and Maths	30%	52%	61%

(Reviewed 2017)

For 2015-2016 our school received £161,500.00

For 2016-2017 our school received £121,674.00

For 2017-2018 our school received £118,260.00

Intended use of Pupil Premium 2017-2018

Barriers to learning:

The barriers and challenges disadvantaged pupils face at Larkrise Primary School are complex and varied - there is no single difficulty faced by all. Identified barriers are:

- ❖ Unsettled family arrangements
- ❖ Inappropriate or inadequate housing
- ❖ Emotional instability of family members
- ❖ Decreasing health of adults in the home
- ❖ Pupils as young carers
- ❖ Parents/carers may not have had a successful or enjoyable education
- ❖ Siblings may have had a disruptive education
- ❖ Safeguarding concerns
- ❖ Poor attendance
- ❖ Low self esteem
- ❖ Some children have lower than expected oracy skills and fewer opportunities for storytelling and sharing books at home. This impacts on the range of vocabulary they have and the accuracy of their sentence structures.

Additionally, the following educational/health issues have been identified amongst our pupil premium children:

- Autistic Spectrum Condition
- Attention Deficit Hyperactivity Disorder
- Pathological Demand Avoidance

Planned use:

In order to address the barriers, we will spend the Pupil Premium funding on:

- High quality data analysis and target setting to ensure high expectations.
- Staff to provide lesson demonstrations, peer coaching and reflective pedagogy sessions to further improve teaching and learning for the Pupil Premium pupils. Pupil Premium children will have their books marked first by their teacher to inform their assessment for learning. Pupil Premium children will be asked more questions during whole class teaching and they will be targeted in group time to ensure they are given effective verbal feedback.
- Continue to employ additional staff in Foundation Stage to provide Forest School lessons with a focus on building confidence, resilience and extending vocabulary.
- Continue to employ experienced staff to cover PPA lessons, as PPA amounts to 10% of the curriculum and satisfactory covers adversely affects Pupil Premium children. In Years 1 to 3 Outdoor learning provides the opportunities to broaden experiences, increase language functions and focus on gaps identified in assessments. In Years 4 to 6 PPA focuses on PE, ICT and music. Here there on applying Dedicated Improvement and Reflection Time (DIRT) across the curriculum.

- Continue to provide additional teacher support in Years 5 and 6, enabling targeted support of children in numeracy and literacy.
- Continue to provide teaching assistants to support the teaching of phonics, providing reading interventions and social and communication interventions.
- Continue to provide a Behaviour Teaching Assistant (BTA) to facilitate improving behaviour and resilience.
- Continue to employ a Home School Link Worker (HSLW) to increase attendance of children in receipt of Pupil Premium and develop good communication with parents so they feel confident to support the school and their child's learning. The HSLW also helps families' access housing, health, young carers and is the Safe Guarding Designated Lead.
- Continue to subsidise residential and educational day visits to facilitate a broad and balanced curriculum
- Continue to provide a range of after school extra- curricular activities which include: Sports clubs, choir, samba band, science club and Spanish club. This ensures Pupil Premium children experience a range of experiences they may not be able to access outside of school and improves self-esteem and confidence.

Measuring Impact:

Impact will be measured by:

- The % of pupils achieving a good level of development in Foundation Stage
- The % of pupils achieving the Year 1 phonics screening test.
- The % of pupils achieving the Year 2 phonic retake.
- The % of pupils achieving the expected standards in reading, writing, maths and grammar, punctuation and spelling in Year 2.
- The % of pupils achieving the expected standards in reading, writing, maths and grammar, punctuation and spelling in Year 6.
- The % of pupils making good progress in reading , writing and mathematics throughout the school
- The % of pupils participating in residential visits, educational visits and extra-curricular activities.
- An increase in attendance of Pupil Premium children of at least 1%.
- Support with reducing barriers to learning for the families supported by the Home School Link Worker

Last annual review: September 2017

Spending and impact of the Pupil Premium Grant are reviewed termly by the Accounting for Resources committee, the Performance and Outcomes committee and the Strategic development Group.

Next annual review: September 2018