

Lanchester E.P. (Controlled) Primary School Pupil Premium Strategy 2018 - 2019

Intended Outcome:	Accelerate the rate of progress of PP children across KS1 and KS2			
Area for Development, Barrier and Proposed Impact	Strategy (including Rationale)	Cost	Evaluation	Impact
<p>To continue to increase the % of PP children making expected progress across KS1 and KS2 in the core subjects.</p> <p>Children have low self-esteem in their abilities and their aspirations need to be raised.</p> <p>Proportion of children making expected or better than expected progress by the end of Year 2 and Year 6 will increase from 2018.</p> <p>Proportion of children making expected progress by the end of Year 2 and Year 6 will be at least in line with national average.</p>	<p>Additional support tailored to the needs of individual pupils will be required to ensure these children can enjoy success.</p> <p>An interactive approach to the teaching of Maths and GPS is needed to involve the less-engaged pupils.</p> <p>Staff need to know the children well and be aware of their emotional and social issues as well as their academic ability.</p>	<p>Employment of additional teacher to allow small group teaching (£20,000)</p> <p>Additional teaching in the afternoons (£5,000)</p> <p>Booster Classes after school (£10,000)</p> <p>TOTAL = £35,000</p>	<p>New teaching resources have been purchased throughout the year with an emphasis on on-line resources.</p> <p>Most children are motivated and engaged in their learning.</p> <p>Vulnerable children have been supported by staff with their social and emotional needs being prioritised.</p>	<p>There is a gap between the number of PP and Non PP children achieving the standard at the end of KS2. This is not typical and was cohort-related.</p> <p>However, the progress of the PP children was better than national average but still lower than Non PP children.</p> <p>Progress for Reading for PP children: 1.4</p> <p>Progress for Writing for PP children: 1.1</p> <p>Progress for Maths for PP children: 0.2</p> <p>Progress nationally for PP children in Reading, Writing and Maths was much lower than school: Reading: -0.6 Writing: -0.5 Maths: -0.7</p>

				Gaps
Intended Outcome:	Increase the number of children achieving ARE at the end of KS1.			
Area for Development, Barrier and Proposed Impact	Strategy (including Rationale)	Cost	Evaluation	Impact
<p>Too few PP children are reaching ARE in the core subjects at KS1.</p> <p>Children need further teaching input where necessary.</p> <p>The proportion of PP children achieving ARE at the end of KS1 will be increased to at least in line with that of non PP children.</p>	<p>Quality First Teaching</p> <p>Targeted support in class by Teaching Assistants</p> <p>Targeted Interventions</p> <p>Lexia to be accessed as necessary.</p>	<p>Employment of additional Teaching Assistants to support both in class and for afternoon interventions. (£10,000)</p> <p>Lexia Programme (£3,000)</p> <p>TOTAL = £13,000</p>	<p>Experienced teaching and support staff have made a difference in KS1.</p> <p>Additional support was given to vulnerable children during the afternoon sessions.</p> <p>The use of Lexia made a significant difference to children's confidence.</p>	<p>Year 1 Phonics – 80% PP and 81% Non PP achieved the standard.</p> <p>KS1 Achievement: Reading – 100% PP and 77% Non PP achieved the standard. 33% PP and 35% Non PP achieved Greater Depth.</p> <p>Writing – 100% PP and 60% Non PP achieved the standard. 33% PP and 25% Non PP achieved Greater Depth.</p> <p>Maths – 100% PP and 77% Non PP achieved the standard. 33% PP and 33% Non PP achieved Greater Depth.</p>

Intended Outcome:	To support our children to become emotionally resilient.			
Area for Development, Barrier and Proposed Impact	Strategy (including Rationale)	Cost	Evaluation	Impact
<p>To provide appropriate support for identified PP children who display emotional issues which prevent them from making more progress in all areas of school life.</p> <p>Lack of mental health support and services outside school which children can access.</p> <p>Children will have access to the school counsellor when necessary.</p>	<p>Staff's thorough knowledge of children in their care to provide early intervention to prevent difficult situations arising.</p> <p>Access to weekly counselling sessions with the school counsellor.</p> <p>Early Intervention</p> <p>Access to Social Stories.</p> <p>Access to appropriate interventions.</p> <p>Access to Chill Out sessions.</p> <p>Access to Lego Therapy.</p>	<p>Employment of School Counsellor (£12,000)</p> <p>Employment of additional TAs to support Interventions. (£7,000)</p> <p>TOTAL: £19,000</p>	<p>Counsellor available throughout the academic year for those children who needed additional support.</p> <p>Social stories created when needed.</p> <p>Lego Therapy training accessed by support staff.</p> <p>Chill Out room was developed.</p>	<p>Children across the whole school accessed interventions when needed. This was fluid and responsive to the changing needs of our children during the year.</p> <p>Children were able to access the curriculum for more sustained periods of time during the year.</p>

Intended Outcome:	Increase in number of children completing reading and homework on a regular basis.			
Area for Development, Barrier and Proposed Impact	Strategy (including Rationale)	Cost	Evaluation	Impact
<p>Increased participation in Reading and Homework activities with improved outcomes.</p> <p>Parental skill and knowledge to fully support pupils with the curriculum.</p> <p>Lack of parental engagement.</p> <p>Proportion of children reading at home increases to 90% in each class.</p> <p>Proportion of children completing homework regularly increases to 90% in each class.</p>	<p>Homework Club to support pupils with time for homework.</p> <p>Training for parents to support teaching methods used in school.</p> <p>Staff Training on whole school expectations for homework.</p>	<p>Resources to be published to support homework across KS1 and KS2. (£2,140)</p> <p>TOTAL: £2,140</p>	<p>Feedback was positive from parents regarding Parental Workshops and Homework Club in school.</p> <p>Parent Workshops for Phonics, Reading and Maths were all well-attended.</p>	<p>The proportion of children completing homework on a regular basis increased.</p> <p>The number of children reading at home with parents/carers also improved slightly.</p>

Intended Outcome:	Improve access to educational visits and music tuition			
Area for Development, Barrier and Proposed Impact	Strategy (including Rationale)	Cost	Evaluation	Impact
<p>Involvement and engagement in all areas of the curriculum to enhance pupils' learning.</p> <p>Economic Issues</p> <p>The proportion of pupils receiving music tuition will increase.</p> <p>The proportion of pupils taking part in residential visits will increase.</p> <p>The proportion of pupils accessing after school clubs will increase.</p>	<p>Music Tuition is subsidised for all PP children to encourage greater uptake.</p> <p>An increased number of PP children access residential visits in all KS2 year groups.</p> <p>Continue to offer outdoor learning opportunities and after school clubs to all year groups.</p>	<p>£1,000 approximately per year.</p> <p>£2,000 to subsidise residential visits.</p> <p>TOTAL: £3,000</p>	<p>Positive comments from parents and children regarding the additional opportunities on offer to them.</p> <p>Successful residential visits in all KS2 year groups with nearly 100% take up.</p> <p>Increased number of after school clubs on offer.</p>	<p>Increased participation in PP children accessing residential visits in KS2.</p> <p>Increased participation of PP children accessing after school clubs.</p> <p>Constant number of PP children accessing music tuition.</p>