

Lanchester E.P. (Controlled) Primary School Pupil Premium Strategy 2017 - 2018

Intended Outcome:	Accelerate the rate of progress of PP children across KS2			
Area for Development, Barrier and Proposed Impact	Strategy (including Rationale)	Cost	Evaluation	Impact
<p>Too few PP children are making expected progress across 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 6 will increase from 2017.</p> <p>Proportion of children making expected progress by the end of 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 (£3,000)</p> <p>Booster Classes after school (£10,000)</p> <p>TOTAL = £33,000</p>	<p>Resources purchased throughout the year have contributed successfully to progress across the school.</p> <p>Children have enjoyed lessons and been enthusiastic in their learning.</p> <p>Staff have supported the more vulnerable pupils, raising their self-esteem and making time to support them emotionally and socially when needed.</p>	<p>PP progress in Maths in KS2 was improved compared to 2017 by +1.0 and is now +0.1</p> <p>PP progress in Reading in KS2 was improved compared to 2017 by +4.7 and is now +3.5.</p> <p>PP progress in Writing in KS2 was improved compared to 2017 by +1.4 and is now +1.5.</p>

Intended Outcome:	Increase the number of children achieving the Higher Standard in all core areas at the end of all key stages			
Area for Development, Barrier and Proposed Impact	Strategy (including Rationale)	Cost	Evaluation	Impact
<p>Too few PP children are exceeding ARE in the core subjects in both KS1 and KS2.</p> <p>Teaching and learning does not always match exactly to the needs of our higher attaining pupils. More reasoning activities need to be accessed by our higher attaining PP pupils.</p> <p>The proportion of PP children achieving the Higher standard at both KS1 and KS2 is higher than 2017 and at least in line with the national average.</p>	<p>Training for staff to ensure accurate moderation of writing at the end of both Key Stages.</p> <p>NFER tests to be purchased to support assessment in Maths, Reading and GPS.</p> <p>Big Maths to be purchased again to support Mastery Activities in all age groups.</p>	<p>Employment of specialist teacher of Maths (£9,000)</p> <p>Employment of additional teacher to allow small group teaching</p> <p>Additional teaching in the afternoons (£3,000)</p> <p>TOTAL = £12,000</p>	<p>Writing Moderation took place regularly across the school and with two other schools.</p> <p>KS2 Writing was externally moderated by the LA with all assessments agreed.</p> <p>Testing materials have contributed meaningfully to assessment of outcomes in Reading, Writing, Maths and GAPS.</p> <p>Big Maths purchased as well as teachers using White Rose, Classroom Secrets and NCETM.</p>	<p>None of the 6 PP children in KS1 exceeded ARE in Year 2. This remains a target for 2018 – 2019.</p> <p>2 of the 11 children (18%) achieved the higher scaled score in R/W/M and GAPS at the end of KS2. This is compared to 0% in 2017 and almost twice the national average.</p>

Intended Outcome:	Increase in number of children achieving KS1 Phonics			
Area for Development, Barrier and Proposed Impact	Strategy (including Rationale)	Cost	Evaluation	Impact
<p>To increase the percentage of children achieving the KS1 phonics standard.</p> <p>To continue to embed the new approach of teaching phonics.</p> <p>Proportion of children achieving the KS1 Phonics standard will increase from 2017.</p> <p>Proportion of children achieving Year 1 Phonics standard will be at least in line with national average.</p>	<p>Additional support from Teaching Assistants to ensure progress in Phonics across EYFS and Year 1 is accelerated</p>	<p>Employment of additional TAs to support Phonics teaching and Interventions. (£7,000)</p> <p>TOTAL: £7,000</p>	<p>Children enjoy phonics sessions and quickly build upon their skills and acquire greater independence.</p> <p>Children enjoy reading independently.</p> <p>Many lessons revolved around reading.</p>	<p>3/4 (75%) of PP children achieved the Year 1 Phonics standard compared to 67% (4/6) in 2017.</p>

Intended Outcome:	Increase in number of children achieving age related expectations in Writing in all Key Stages			
Area for Development, Barrier and Proposed Impact	Strategy (including Rationale)	Cost	Evaluation	Impact
<p>Too few pupils are reaching age related expectations in Writing at the end of all key stages.</p> <p>Children have low self-esteem in their abilities and their aspirations need to be raised.</p> <p>Proportion of children achieving ARE (age related expectations) in Writing at the end of all key stages will increase from 2017.</p> <p>Proportion of children achieving ARE in Writing at the end of all key stages 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>A creative approach to the teaching of Writing 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>Use of 1:1 Tuition, additional teaching assistants and additional teaching in the afternoon sessions. (£10,000)</p> <p>Targeted interventions with Teaching Assistant during afternoon sessions daily (£10,000)</p> <p>TOTAL: £20,000</p>	<p>A renewed approach to Writing across school has led to improved enthusiasm and enjoyment for the children.</p> <p>Specific interventions for children requiring additional support were approached with enthusiasm and they enjoyed great success, thus helping their self-esteem.</p> <p>Staff have supported the more vulnerable pupils, raising their self-esteem and making time to support them emotionally and socially when needed.</p>	<p>In EYFS, all 4 children (100%) achieved ARE in Writing compared to 100% in 2017 and 1 child Exceeded ARE in 2018 compared to 0 in 2017.</p> <p>In KS1, 3/6 (50%) achieved ARE in Writing compared to 0% in 2017.</p> <p>In KS2, 91% achieved ARE in Writing compared to 89% in 2017.</p> <p>In KS2, 18% achieved Greater Depth in Writing compared to 0 in 2017.</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 data-bbox="114 293 555 427">Access for all children to residential visits and music tuition.</p> <p data-bbox="114 485 383 517">Economic Issues</p> <p data-bbox="114 574 555 791">Children will have access to a wide variety of enriched experiences which include learning outside of the classroom.</p>	<p data-bbox="555 293 981 472">Payment towards residential visits and music tuition is available for PP children.</p>	<p data-bbox="981 293 1308 427">£2,000 approximately per year.</p> <p data-bbox="981 1034 1308 1070">TOTAL: £2,000</p>		<p data-bbox="1684 293 2058 472">All PP children (100%) attended the Y6 Residential at Ford Castle.</p> <p data-bbox="1684 529 2058 702">The confidence and self-esteem of PP was raised through attending residenceals.</p> <p data-bbox="1684 759 2058 976">5/11 (45%) of PP children enjoyed music tuition supported financially through school.</p>