



Pupil Premium Review and Funding Plan

2017 - 2018

Lawford Mead Primary School Pupil Premium Funding

The Pupil Premium is funding paid to the school by means of a specific grant based on school census figures for pupils registered as currently eligible for free school meals (FSM) or those who have received free school meals in the past (Ever 6 or Pupil Premium). For Looked After Pupils the pupil premium was calculated using the Pupils Looked After data returns (SSDA903). From April 2014 pupils who are adopted, and those under special guardianship or residential care orders will also be eligible for the premium. A premium for pupils whose parents are currently serving in the armed forces has also been introduced.

The Pupil Premium is additional to main school funding and will be used by Lawford Mead Primary School to address any underlying inequalities and 'narrow the gap' in attainment, emotional and social wellbeing identified for eligible pupils. The funding is used strategically according to need and not 'per head' (Jill Jones HMI, 2013).

Objectives for Pupil Premium at Lawford Mead Primary School

- The Pupil Premium will be used to provide additional educational support to improve the progress and raise the standard of achievement for identified pupils.
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
- As far as is possible, the school will use the additional funding to address any underlying inequalities between pupils eligible for Pupil Premium and others.
- The school will ensure the funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

Accountability

The Head Teacher and Leadership Team will regularly monitor, evaluate and review the strategies and interventions put in place for Pupil Premium and report to the Governing Body on its progress and impact.

Estimated Pupil Premium Funding 2017/2018

Carry forward:	£0
Budget 2017/2018:	£200,640
TOTAL Pupil Premium budget:	£200,640

Rationale behind 2017/2018 Planned Expenditure

- Data analysis shows that there is still a significant gap in attainment in Reading, Writing and Mathematics for disadvantaged children.
- Analysis of attendance data shows that there is a direct correlation between lateness, persistent absenteeism and disadvantage.
- Analysis of Safeguarding information and Behaviour Management logs show that more disadvantaged children are classed as vulnerable.
- Analysis of club attendance shows that with additional funding this year, disadvantaged children have accessed more out of school activities.
- Analysis of contextual data shows that children entitled to Pupil Premium are more likely to have speech and language difficulties or another Special Educational Need (36% compared to 11% for Non Pupil Premium children)
- Pupil and staff perceptions showed that the curriculum needed to be reviewed and made more engaging and inspiring for the children at Lawford Mead.

Pupil Premium Grant Planned Expenditure 2017/2018

Objective	Activity	Cost	Who is it focused on?	Expected impact	Evaluation, Impact and Evidence
Close the gap in attainment in Reading, Writing and Mathematics for disadvantaged pupils.	Additional Class Teacher to work with targeted Year 6 children to improve progress and attainment in Reading, Writing and Mathematics.	£25,000	Year 6 Disadvantaged children and children not making enough progress.	At least 75% children to achieve age related in Reading, Writing and Maths, including Pupil Premium children.	End KS2 2018: 79% achieved ARE Reading (68% PP / 89% Non-PP) 70% achieved ARE Writing (64% PP / 79% Non-PP) 79% achieved ARE Maths (64% PP / 93% Non-PP) Progress scores Reading (3.12 PP / 0.31 National Non-PP) Writing (-0.88 PP / 0.24 National Non-PP) Maths (2.61 PP / 2.61 National Non-PP)
	Additional Teacher to carry out one to one	£16000	Key Stage 2 Disadvantaged	Close the disadvantage	End KS2 2018: 70% achieved ARE Writing (64% PP / 79% Non-PP)

	support in Writing.		children including EAL.	attainment gap in Writing in Key Stage 2.	Writing (-0.88 PP / 0.24 National Non-PP)
	Speech and Language specialist LSA to carry out Speech and Language / Phonics interventions.	£7000	Various children with Speech and Language Difficulties across the school.	Close the disadvantage attainment gap in Reading and Writing in EYFS, Key Stage 1.	End EYFS 2018: 71% achieved GLD (50% PP / 82% Non-PP) End KS1 2018: 76% achieved ARE Reading (57% PP / 89% Non-PP) 72% achieved ARE Writing (48% PP / 89% Non-PP)
Close the gap in attainment in Reading, Writing and Mathematics for disadvantaged pupils.	Additional Class Teacher to lead Phonics, Reading and Maths interventions in EYFS/KS1.	£35,000	Key Stage 1 Disadvantaged children and children not making enough progress in Reading, Phonics and Maths.	Close the disadvantage gap in Reading, Phonics and Maths in EYFS and KS1.	End EYFS 2018: 71% achieved GLD (50% PP / 82% Non-PP) End KS1 2018: 76% achieved ARE Reading (57% PP / 89% Non-PP) 72% achieved ARE Writing (48% PP / 89% Non-PP) 74% achieved ARE Maths (52% PP / 89% Non-PP)
	LSA to lead First Class Number Maths intervention.	£2500	Disadvantaged children in children not making enough	Close the disadvantage gap in Maths in specified Year groups.	End KS1 2018: 74% achieved ARE Maths (52% PP / 89% Non-PP)

			progress in Maths.		Ongoing MM implementation across the school means that this LSA can focus on Writing Interventions next year
Close the gap in attainment in Reading, Writing and Mathematics for disadvantaged pupils.	LSAs to lead Catch-Up Reading programme 2 afternoons a week	£2000	Disadvantaged children in children not making enough progress in Reading.	Close the disadvantage gap in Reading in specified Year groups.	End KS2 2018: 79% achieved ARE Reading (68% PP / 89% Non-PP) Whole Class Reading approach means that LSA interventions can focus on Writing
	To be part of the Mathematics Mastery Programme and release staff for CPD.	£6000	All children	Achieve set targets in Maths across the school.	End EYFS 2018: 71% achieved GLD (50% PP / 82% Non-PP) MM prog has been fully implemented in EYFS and Year 1, moving into Y2 2018-2019. Some elements of MM prog are being used across the school and monitoring from SLT and external partners showed effective use of the programme by all teachers.
Improve Outdoor provision for EYFS	LSA to focus on developing the outdoor provision and ensuring all children have access to a stimulating outdoor environment	£13000	All children	Reduce the disadvantage gap in %reaching GLD at the end of EYFS.	End EYFS 2018: 71% achieved GLD (50% PP / 82% Non-PP) New member of staff to take on this role with a full programme of training on outdoor learning in EYFS.
Provide additional support for disadvantaged pupils in Nursery	Nursery Apprentice employed	£8000	All children in the Nursery, particularly those	Reduce the disadvantage gap in % of Nursery children	End Nursery 2018 72% on track to meet GLD (82% PP / 67% Non-PP)

	MDA employed to provide additional support setting up afternoon session.	£1000	who are disadvantaged	starting Reception on track to meet GLD.	Apprenticeship is continuing
Improve the curriculum so that it is relevant for all pupils.	Introduce Cornerstones Curriculum across the school.	£5000	All children	<p>Assessments show that 75% of children are working at age related across the curriculum.</p> <p>Pupil and parent perceptions show that children enjoy school and find the curriculum interesting.</p>	<p>The 'Engage Stage' of the Cornerstones Curriculum has allowed Pupil Premium children to experience a wide range of practical activities and memorable trips and visits.</p> <p>After initial implementation, the ongoing annual cost will be £500 per year.</p> <p>2017-2018 Parent Perception Survey: Good range of learning experiences = 95%</p> <p>2016-17 Parent Perception Survey: Good range of learning experiences = 91%</p>
	Introduce Whole-Class Reading texts linked to Cornerstones Curriculum across the school.	£4500	All children	<p>Assessments show that 75% of children are working at age related in Reading.</p> <p>Pupil perceptions show that children enjoy reading and find the curriculum interesting.</p>	<p>End KS1 2018: 76% achieved ARE Reading (57% PP / 89% Non-PP)</p> <p>End KS2 2018: 79% achieved ARE Reading (68% PP / 89% Non-PP)</p>

Provide stimulating outdoor learning experiences throughout the school.	Continue 'Muddy Adventures' provision for all pupils	£10,000	All children	Pupil perceptions show that children enjoy school and find the curriculum interesting. Children feel more confident about taking risks.	Muddy Adventures continues to be one of the most popular learning experiences in school in all age groups, with over 70 children also attending an extra-curricular Muddy Adventures club in addition to their timetabled sessions.
Ensure holistic needs of all children are assessed and appropriate support/interventions are put in place	Full-time Inclusion Manager to oversee SEND and SEMH provision throughout the school and ensure needs are met.	£21,600 (40% of Full-time costs)	All children	All children have access to appropriate and effective support/interventions to enable them to meet their potential.	The holistic needs of all children (and particularly those who are disadvantaged) are assessed and appropriate support/interventions are put in place, overseen by Inclusion Manager. The school received an award for Outstanding SEMH provision.
Improve attendance of disadvantaged children.	Attendance Officer to focus on persistent absentees and arranging meetings with parents.	£3500	All persistent absentees.	Persistent absentees to reduce to less than 5%.	Persistent absence figure for 2018/2019 was 9.44% Of the 39 children with absence less than 90%, 26 are on the pupil premium register. Case study reports detail reasons for absences and strategies employed by the school to increase attendance rates. Reducing this figure remains a key priority for next year.

<p>Improve attendance of disadvantaged children and provide a wide range of support for disadvantaged pupils and their families, including: Parenting classes, Daily support with parenting issues, Emotional Wellbeing Groups, Self-Esteem Groups, Dinosaur School for KS1, transition support for Year 6.</p>	<p>Family Support Co-ordinator full-time role.</p> <p>4 LSAs to support EWB groups</p>	<p>£28,500</p> <p>£5000</p>	<p>All disadvantaged children and their families.</p>	<p>Disadvantaged children and their families are well-supported.</p>	<p>Parenting classes have been well attended. Daily support has been provided by the Family Support Co-ordinator with a wide range of issues that affect our families, particularly those that are disadvantaged.</p> <p>The wide-ranging Emotional Wellbeing provision throughout the school continues to have a positive impact on children's wellbeing, behaviour, attendance, progress and successful transition to Secondary school.</p>
<p>Ensure disadvantaged children have access to counselling where needed to support their emotional wellbeing</p>	<p>To pay for counselling for vulnerable children</p>	<p>£2000</p>	<p>All pupils</p> <p>Disadvantaged, vulnerable children and their families.</p>	<p>All children feel that they have strategies in place when things are not going so well.</p>	<p>Counselling provided for children with an identified need, including PP.</p> <p>Counsellor employed by the Trust 2018-2019 to increase support available of this kind.</p>

Ensure disadvantaged children have equal access to out of school activities.	To continue to increase opportunities for pupils to participate in sports clubs without charge.	£10,000	All disadvantaged children.	Increase in disadvantaged pupils attending at least one after school club.	All PP pupils given a requested place on at least one before / after school club with many attending several throughout the week.
	To enable pupils eligible for PP to loan musical instruments from the school and learn to play an instrument.	£3000	All interested disadvantaged children in Key Stage 2.	Increase in number of disadvantaged children learning a musical instrument. Regular musical performances celebrate achievements.	10 PP pupils from KS2 learnt an instrument last year, including Piano, clarinet and saxophone, with opportunities to perform to an audience.
	To provide further out of school sports opportunities for those pupils who may not be able to attend a commercial out of school fee paying club during school holidays.	£2000	Disadvantaged children.	Increase in number of pupils attending clubs during school holidays.	Funded holiday Sports Camp places used by PP children throughout the year.
Continue to ensure that disadvantages are challenged.	Subsidise cost of uniform/PE kit to enable pupils who do not have	£500	Disadvantaged pupils	All pupils have correct uniform and PE kit.	Spare kits held in stock for pupils in need and distributed as required.

	the correct uniform/PE kit in school to participate in activities without feeling self-conscious or embarrassed.				
	Subsidise all educational visits and enrichment activities to enable all pupils to participate in regardless of household income.	£8000	Disadvantaged children	All disadvantaged children take part in educational visits.	All children have been able to take part in educational visits and enrichment activities throughout the year with costs subsidised.