



Lawford Mead Primary School Pupil Premium Strategy 2018 - 2019

Pupil Premium Funding

Pupil Premium is funding paid to the school by means of a specific grant in order to:

- raise the attainment of disadvantaged pupils, of all abilities, to perform better and close the gap between them and their peers.
- support children and young people with parents in the regular armed forces.

This includes 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), Looked After Pupils or those adopted from Local Authority Care, and for pupils whose parents are currently serving in the armed forces. The Pupil Premium is additional to main school funding and will be used by Kings Road Primary School to address any underlying inequalities and ‘narrow the gap’ in attainment and social, emotional and mental health/well-being issues identified for eligible pupils. The funding will be used to enhance provision that is already in place for all children.

Socio-economic circumstances can create barriers to learning for some children, however, these challenges can be overcome with strategic planning, high quality teaching and learning, targeted intervention programmes and access to a range of curriculum and enrichment experiences and opportunities.

Summary Information

Total number of pupils: 448	Pupils eligible for PPF: 159 (35%)	Pupils eligible for PPF and identified with SEND : 56	Total PPF: £209,880
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Review and Accountability

The Head Teacher and Senior Leadership Team will regularly (at least termly) review, monitor and evaluate the impact of the strategies and interventions put in place using the Pupil Premium Funding and report these to the Local Governing Committee and Board of Trustees.

The impact of Pupil Premium Funding is measured in terms of the attainment and progress of eligible pupils, compared directly to their non-PP peers, as well as through the impact on their social and emotional development.

Current attainment (July 2018)

Attainment is measured through statutory assessment/teacher assessment.

Year 6 KS2	Reading		Writing		Maths		RWM combined
	Attainment	Progress from KS1	Attainment	Progress from KS1	Attainment	Progress from KS1	
Disadvantaged	68%	3.12	64%	-0.88	64%	2.61	52%
Other pupils	89% (National 80%)	3.67 (National 0.31)	79% (National 83%)	-0.26 (National 0.24)	93% (National 81%)	3.15 (National 0.31)	79% (National 70%)

Year 2 KS1	Reading	Writing	Maths
	Attainment	Attainment	Attainment
Disadvantaged	65%	59%	76%
Other pupils	86% (National 79%)	86% (National 72%)	84% (National 79%)

Year 1	Phonics
Disadvantaged	55%
Other pupils	87% (National 84%)

EYFS	GLD
Disadvantaged	50%
Other pupils	82%

Barriers to learning

- Speech and language difficulties, often below age related expectations.
- Attainment is below age related expectations on entry to school.
- Social, emotional and mental health/well-being issues, often with significant emotional trauma/attachment, resulting in limited emotional resilience, low self-esteem and self-confidence. Some result in safeguarding concerns.
- Low attendance.
- Limited enrichment experiences and opportunities.
- Limited educational support from home, resulting in low aspirations, expectations and learning behaviours.

- Gaps in learning of key skills, especially in reading, writing and maths.

Desired outcomes Planned Expenditure 2018/2019

Objective: To close the gap in attainment in Reading, Writing and Mathematics.

Action/Strategy	Cost	Who is it focused on?	Intended outcome	Evaluation, Impact and Evidence (to be updated July 2019)
Additional class teacher in Year 6 to enable classes to be taught for English and Maths in groups of no more than 20.	£27,500	All Year 6 pupils, especially those identified as disadvantaged and those not making expected progress/reaching age related expectations.	At least 75% children to reach age related expectations in reading, writing and maths and 65% in RWM combined, including disadvantaged children. Progress scores to be above 0 To boost pupils' self-esteem, perseverance, resilience, confidence and attitudes to learning.	2019 LMPS Attainment Reading: 58% Writing: 80% Maths: 85% GPS: 81% Combined: 54% 2019 LMPS Disadvantaged Attainment: Reading: 45% Writing: 64% Maths: 68% GPS: 77% Combined: 36%
Year 6 teacher employed additional hours in the afternoon to carry out targeted interventions in reading, writing and maths.	£4805	All pupils in Year 6 identified as disadvantaged and those not making expected progress/ reaching age related expectations.	To close the gap in attainment in reading, writing and maths, to less than 10%.	2019 LMPS KS1 / KS2 Progress Scores Reading +0.5 Writing +3.4 Maths +2.6
Year 6 LSA employed additional hours to carry out targeted interventions in reading, writing and maths.	£2050	All pupils in Year 6 identified as disadvantaged and those not making expected progress/ reaching age related expectations.	To close the gap in attainment in reading, writing and maths, to less than 10%.	2019 LMPS Disadvantaged Progress Scores (FFT) Reading -7 Writing +9 Maths +8

				<p>The increase in pupils' self-esteem, resilience, confidence and attitudes to learning has been significant throughout the year and featured very positively in our peer review, governor/trustee visits and lesson observations.</p> <p>Reading is high priority for School Improvement 2019-2020 with a range of strategies already in place to boost attainment, particularly for disadvantaged pupils.</p>
Purchase materials and related resources for interventions and assessments.	£10736	All pupils in all year groups identified as disadvantaged and those not making expected progress/ reaching age related expectations.	Interventions are carried out daily with identified children, to impact on learning outcomes.	Wide range of additional intervention materials and assessment materials purchased and being used throughout school.
Additional EY/KS1 teacher to carry out early Speech and Language / Phonics / Reading interventions 4 mornings.	£23608	Pupils with Speech and Language Difficulties / working below ARE in Phonics, Reading and/or Writing in EYFS and KS1.	Close the disadvantage attainment gap in CLL, Reading and Writing in EYFS, Spoken Language, Reading and Writing in Key Stage 1.	Very successful appointment with PPG children being supported in Speech & Language, Phonics, Fine motor skills and Reading in EYFS and KS1.
LSA employed additional hours 2 afternoons to carry out targeted interventions in writing (KS1).	£2050	All pupils in KS1 identified as disadvantaged who are not making expected progress/ reaching age related expectations.	To close the gap in attainment in writing to less than 10%.	KS1 LMPS 2019 Writing: 76% KS1 LMPS 2019 Disadvantaged Writing: 62%
To be part of the Mathematics Mastery Programme and release staff for CPD.	£3800	All children	Achieve set targets in Maths across the school.	KS2 Maths 85% EXS Progress score +2.6 KS1 Maths 76% EYFS Number 86%
LSA to focus on developing the EYFS outdoor provision and ensure all children have access to a stimulating outdoor environment	£14551	All children	Reduce the disadvantage gap in % reaching GLD at the end of EYFS.	72.7% of children reached GLD. 57% of Disadvantaged children reached GLD The outdoor provision has been greatly enhanced and is now a stimulating, engaging

				environment where text is a key feature and is used constantly to boost speaking, reading and writing skills alongside other areas.
Nursery Apprentice employed to provide additional support for disadvantaged pupils in Nursery	£8377	All children in the Nursery, particularly those who are disadvantaged	Reduce the disadvantage gap in % of Nursery children starting Reception on track to meet GLD.	In-house data shows that 64% of all children in Nursery were on track (July 2019) to meet GLD by the end of Reception.
MDA employed to provide additional support setting up afternoon session.	£1342			
Part fund the SENCO/Inclusion Manager	£21984	Identified disadvantaged pupils who also have an identified SEND.	Pupils with identified SEND make at least good progress. All children have access to appropriate and effective interventions to enable them to meet their potential.	SEND KS1 – KS2 Progress Scores (FFT) Reading -1% Writing +5.37 Maths +4.3

Objective: To enhance and enrich curriculum experiences and opportunities, especially for identified pupils, to help to broaden and raise aspirations.

Action/Strategy	Cost	Who is it focused on?	Intended outcome	Evaluation, Impact and Evidence (to be updated July 2019)
Selected children attend Circles Farm – for outdoor/farm activities	£1000	Targeted disadvantaged children in KS2	For pupils to experience new and challenging activities, to enjoy outdoor learning and develop personal skills of resilience, independence and teamwork.	None attended this year. Funding was added to further enhance other school trips and experiences throughout the school.
PPG Family Workshops	£500	Targeted disadvantaged children and their families	To engage families in a partnership with LMPS to support the education of their child. To break down negative barriers or attitudes to education for our most vulnerable families	Workshops have been a resounding success and have been well attended with some usually hard to reach families. Feedback has been extremely positive via an exit questionnaire Workshops have been held for years 3, 4 and 5.
Muddy Adventures – outdoor learning	£5500	All children	For pupils to experience new and challenging activities, to enjoy outdoor learning and develop personal skills of	All children benefit from Muddy Adventures throughout the year. Feedback from children, parents and staff is overwhelmingly positive. Skills of resilience,

			resilience, independence, managing risk and teamwork.	independence, managing risk and teamwork have been built upon with every age group.
Fund school trips and experiences (including Transition project for Year 6)	£10000	All identified disadvantaged children	All pupils participate and school trips go ahead with sufficient funding. Pupils experience new cultural, social, educational and challenging experiences.	A wide range of trips have taken place for all age groups including Nursery, to enhance the curriculum and provide new cultural, social, educational and challenging experiences. All children have been able to participate. The Year 6 transition project contributed to all children feeling prepared and confident about starting Secondary school.
Fund out of hours school clubs. Tracking of disadvantaged pupils attending clubs. Invite identified children to attend.	£21850	All identified disadvantaged children	All identified pupils have the opportunity to attend at least one out of hours club. At least 40% of club attendees are identified as disadvantaged. Pupils experience new and challenging experiences/further develop existing skills and talents.	Clubs are popular and well attended by all groups including disadvantaged (see separate analysis).
Fund 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.	£2100	Disadvantaged children.	Increase in number of disadvantaged pupils attending sports clubs during school holidays.	School holiday sports clubs continued to be very popular. Places were funded by the school for disadvantaged children and greatly appreciated by their families.
Embed Cornerstones Curriculum across the school.	£500	All children	Pupil and parent perceptions show that 95%+ of children enjoy school and find the curriculum interesting.	Our recent parent survey indicated that 95%+ of children enjoy school and find the curriculum interesting.

Objective: To improve attendance, particularly for those pupils identified as persistent absentees (below 90% attendance)

Action/Strategy	Cost	Who is it focused on?	Intended outcome	Evaluation, Impact and Evidence (to be updated July 2019)
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Employment of a Family Support and Inclusion Co-ordinator to monitor attendance and work with families to reduce absence	£30634	Parents of persistent absentees/those with attendance below 96%	To reduce persistent absentees to below 8% (national average) To improve overall attendance to at least 97%	Persistent absentees reduced to 9.74% (in-house data) Overall attendance 95.6% (in-house data) Families continue to be well-supported by the Attendance Team. See separate Case Studies.
Employment of Attendance Officer to monitor attendance and work with families to reduce absence	£3711	Parents of persistent absentees/those with attendance below 96%	To reduce persistent absentees to below 8% (national average) To improve overall attendance to at least 97%	A range of rewards and incentives are now in place to improve attendance, including an end-of-term treat for children with good attendance and their families.

Objective: To improve the social, emotional and mental health/well-being of identified pupils and their families, ensuring that they have swift and easy access to relevant high-quality services.

Action/Strategy	Cost	Who is it focused on?	Intended outcome	Evaluation, Impact and Evidence (to be updated July 2019)
Employment of SEMH LSAs, working one morning and 2 afternoons on SEMH interventions. Detailed tracking, monitoring and evaluation of interventions to measure the impact on identified pupils.	£3156	Disadvantaged/vulnerable children and their families.	All children feel that they have strategies they can use when things are not going so well (pupil perceptions). To boost pupil's self-esteem, enhance their attitudes to learning, their sense of well-being and their enjoyment of school. Impact on attainment and progress results identified above. Case Studies and evaluation of provision reflects that strategies have reduced the impact of vulnerability and have made a positive impact on attainment and progress.	Disadvantaged/vulnerable children with SEMH needs are identified through discussion with teachers /SLT/Inclusion Team/parents. Children attend weekly 'Dino School' workshops which boosts self-esteem and equips children with strategies to manage their emotions and have an improved sense of well-being. This impacts on their enjoyment of school, their attainment and progress. Parents attend their 'graduation' so that their progress can be celebrated and strategies can be reinforced at home.

<p>Employment of a Family Support and Inclusion Co-ordinator to provide support in school/signpost to other services/engage other services</p>	<p>(already listed - see Attendance)</p>	<p>Disadvantaged/vulnerable children and their families.</p>	<p>Vulnerable children and their families are supported before they reach crisis point and avoid escalation to Social Care. Case Studies and evaluation of provision reflects that strategies have reduced the impact of vulnerability and have made a positive impact on attainment and progress.</p>	<p>Family Support and Inclusion Co-ordinator has daily contact with vulnerable children and their families, working with them, offering guidance and gaining support from external agencies.</p>
<p>Employment of a counsellor based in school 2 days/week</p>	<p>£10,026</p>	<p>Disadvantaged/vulnerable children and their families.</p>	<p>All children feel that they have strategies they can use when things are not going so well (pupil perceptions). Impact on attainment and progress results identified above.</p> <p>To boost pupil's self-esteem, enhance their attitudes to learning, their sense of well-being and their enjoyment of school.</p> <p>Case Studies and evaluation of provision reflects that strategies have reduced the impact of vulnerability and have made a positive impact on attainment and progress.</p>	<p>Autumn Term - Counsellor was in post and had a very full timetable. Many of the children clearly benefited from a boost to their self-esteem and their attitudes to learning were improved which had a positive impact on attainment and progress.</p> <p>The counsellor is no longer working at LMPS but the Trust are in the process of recruiting a replacement for this valuable service.</p>

Objective: To identify eligible pupils, to maximise school funding and target support to relevant pupils.

Action/Strategy	Cost	Who is it focused on?	Intended outcome	Evaluation, Impact and Evidence (to be updated July 2019)
Data Provision for FSM service	£250	All families	Maximise funding for the school and target support to relevant pupils	Office staff are continuing to identify and work with parents to ensure all eligible pupils are registered in time for January census.
Free School Meals Administration Fee	£500	All families	Maximise funding for the school and target support to relevant pupils	
Office staff to directly contact parents and encourage all eligible parents to apply for FSM/provide details for checking, even if the children are entitled to UIFSM/don't regularly eat school dinners	0	Identified parents/disadvantaged children	Maximise funding for the school and target support to relevant pupils	

Objective: To reduce inequality by providing financial support to families, ensuring full inclusion and high self-esteem of pupils.

Action/Strategy	Cost	Who is it focused on?	Intended outcome	Evaluation, Impact and Evidence (to be updated July 2019)
Subsidise uniform, musical instrument loan, emergency travel	£4000	Identified disadvantaged pupils	Increase in number of disadvantaged children learning a musical instrument. All pupils have correct uniform and PE kit. All pupils can get to school safely	Identified pupils have received support for learning a musical instrument, correct uniform, PE kit, emergency travel.
Total cost	£209880			

