



## Lawford Mead Primary School Pupil Premium Strategy 2019 - 2020

### 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

<b>Total number of pupils:</b> 397	<b>Number of pupils eligible for PPF:</b> 163 41%	<b>Number of pupils eligible for PPF and identified with SEND :</b> 40	<b>Total PPF:</b> £215,160
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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 2019)

Year 6 KS2	Reading		Writing		Maths		RWM combined
	Attainment	Progress from KS1	Attainment	Progress from KS1	Attainment	Progress from KS1	
Disadvantaged	45%	-0.3	64%	+2.2	68%	+2.0	36%
Other pupils	65%	+1.0	89%	+4.1	95%	+3.0	65%

Year 2 KS1	Reading	Writing	Maths	RWM combined
	Attainment	Attainment	Attainment	
Disadvantaged	61%	61%	57%	54%
Other pupils	84%	88%	91%	81%

Year 1	Phonics
Disadvantaged	63%
Other pupils	92%

EYFS	GLD
Disadvantaged	57%
Other pupils	87%

## 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 2019/2020**

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

<b>Action/Strategy</b>	<b>Cost</b>	<b>Who is it focused on?</b>	<b>Intended outcome</b>	<b>Evaluation, Impact and Evidence (to be updated July 2020)</b>
Additional class teacher in Year 6 to enable classes to be taught for English and Maths in groups of no more than 20 every morning.	£34,837	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.	
Year 6 teacher employed additional hours in the afternoon to carry out targeted interventions in reading, writing and maths.	Included in above cost	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%.	
Experienced teacher employed 2.5 days February – July to work in Years 4 and 5 to reduce class size and deliver targeted support.	£11,030	Pupils in Years 4 or 5 identified as disadvantaged and those not making expected progress/ reaching age related expectations.	Pupils make accelerated progress so that % of disadvantaged pupils reaching ARE is increased to be in line with other pupils.	
Assessment materials	£3,500	Pupils in KS1 and KS2.	Test papers are analysed to identify gaps/misconceptions. They inform future planning to enhance quality first teaching for all pupils,	

			including disadvantaged, and accelerate progress.	
Year 6 SATS revision resources	£300	All Y6 Pupils, particularly disadvantaged.	Children are well-prepared and confident to complete end of KS2 tests. Parents are able to use materials to support preparation at home.	
Library development and books	£2,000	All Pupils, particularly disadvantaged.	Library is well-stocked with new books to build a love of reading for all pupils and particularly encourage reading at home for disadvantaged pupils.	
Additional EY/KS1 teacher to carry out early Speech and Language / Phonics / Reading interventions 4 mornings.	£25,479	Disadvantaged pupils with Speech and Language Difficulties / working below ARE in Phonics, Reading and/or Writing in EYFS and KS1.	Reduce the disadvantage attainment gap in CLL, Reading and Writing in EYFS, Phonics, Spoken Language, Reading and Writing in Key Stage 1.	
Reception Apprentice employed to help provide additional support for disadvantaged pupils in Reception.	£9,157	All children in Reception, particularly those who are disadvantaged	Reduce the disadvantage gap in % reaching GLD at the end of EYFS.	
Nursery Apprentice employed to provide additional support for disadvantaged pupils in Nursery	£9,157	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.	
Part fund the SENCO/Inclusion Manager	£37,093	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.	

**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	£1,000	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.	
Muddy Adventures – outdoor learning	£4,560	All children	For pupils to experience new and challenging activities, to enjoy outdoor learning and develop personal skills of resilience, independence, managing risk and teamwork.	
Fund school trips and experiences (including Transition project for Year 6)	£3,200	All identified disadvantaged children	All pupils participate and school trips go ahead with sufficient funding. Pupils experience new cultural, social, educational and challenging experiences.	
Support for disadvantaged children to attend Year 6 Residential	£2,000	Disadvantaged pupils who want to attend the Residential Trip.	Disadvantaged pupils are able to attend Year 6 Residential and experience new cultural, social, educational and challenging experiences.	
Fund out of hours school clubs.  Tracking of disadvantaged pupils attending clubs.  Invite identified children to attend.	£13,680	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.	

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.	£2,000	Disadvantaged children.	Increase in number of disadvantaged pupils attending sports clubs during school holidays.	
Embed Cornerstones Curriculum across the school.	£580	All children	Pupil and parent perceptions show that 95%+ of children enjoy school and find the curriculum interesting.	
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	
Mighty Oak Public Speaking Staff CPD and Training Materials	£850	All children	All children develop confidence in Spoken Language and Public Speaking skills.	
Weekly individual Music tuition (KS2)	£3,000	Disadvantaged children with an aptitude for Music.	Increase in number of disadvantaged children learning a musical instrument.	

**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)
Employment of a Family Support and Inclusion Co-ordinator to monitor attendance and work with families to reduce absence	£31,195	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%	
Employment of Attendance Officer to monitor attendance and work with families to reduce absence	£4,476	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%	

Attendance Treats	£850			
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**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)
<p>Employment of SEMH LSAs, working one morning and 2 afternoons on SEMH interventions.</p> <p>Detailed tracking, monitoring and evaluation of interventions to measure the impact on identified pupils.</p>	£3,217	Disadvantaged/vulnerable children and their families.	<p>All children feel that they have strategies they can use when things are not going so well (pupil perceptions).</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>Impact on attainment and progress results identified above.</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>	
Employment of a Family Support and Inclusion Co-ordinator to provide support in school/signpost to other services/engage other services	(already listed - see Attendance)	Disadvantaged/vulnerable children and their families.	<p>Vulnerable children and their families are supported before they reach crisis point and avoid escalation to Social Care.</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>	

Renew counselling	£5,000	Disadvantaged/vulnerable children and their families.	<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>	

**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	
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	0	Identified parents/disadvantaged children	Maximise funding for the school and target support to relevant pupils	

UIFSM/don't regularly eat school dinners				
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**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, PE kit, other equipment and emergency travel	£1,000	Identified disadvantaged pupils	All pupils have correct uniform and PE kit.  All pupils can get to school safely.	

Total planned expenditure	£210,411
Additional funds still to be allocated during 2019-2020	£4749
Total Cost	£215,160