

Pupil premium strategy statement (primary)

1. Summary information					
School	Laughton All Saints' C of E primary School				
Academic Year	2017-2018	Total PP budget	£19,800	Date of most recent PP Review	November 2018
Total number of pupils	105	Number of pupils eligible for PP	18	Date for next internal review of this strategy	April 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	25% (1 pupil – other 3 SEND)	50% (school)
Progress score in reading	+0.6	-0.9
Progress score in writing	+5.5	+3.2
Progress score in maths	+4.4	-2.8

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Need to ensure pupils access rich vocabulary, both verbal and written.
B.	Lack of basic foundations in maths and English.
C.	Need to enhance rich experiences outside school.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance issues of some Pupil Premium boys.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Gaps in learning are filled to ensure firm foundations.	Pupils have a firm basis to support learning at age appropriate level. <i>(Data analysis, pupil interview)</i>
B.	Collaborative learning is becoming embedded throughout school.	Pupils are able to support each other in order to reflect on and improve learning. <i>(Lesson observation; pupil interview)</i>
C.	Lower attaining pupils supported to learn independent reading	Pupils are able to use reading skills with independence. <i>(Lesson</i>

	skills.	<i>observation; data analysis)</i>
D.	Pupils, particularly non SEND and higher attaining pupils, are able to evaluate their own academic development in order to become aware of how to improve.	Pupils, particularly non SEND and higher attaining pupils, are able to reflect on and improve learning. (<i>Lesson observation; pupil interview</i>)

5. Planned expenditure					
Academic year	2018 - 2019				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Gaps in learning are filled to ensure firm foundations.	Pupil Premium Champions in school spend ½ day each week using buddy system to achieve targets.	EEF Collaborative Learning Cost 1/5 Evidence 4/5 Impact +5 mths EEF Peer Tutoring Cost 1/5 Evidence 4/5 Impact +5 mths	Headteacher to monitor progress towards targets.	Maths Richard Morley TA English Donna Phillips TA	December 2018
As above.	1-1 sessions targeted to achieve maths passports.	Small Group Tuition Cost 3/5 Evidence 2/5 Impact +4 mths	Monitoring of progress towards Maths Passports.	Richard Morley TA	December 2018
Collaborative learning is embedded throughout school.	Lesson observations of effective collaborative learning in action for teacher CPD.	EEF Collaborative Learning Cost 1/5 Evidence 4/5 Impact +5 mths.	Monitoring of lessons and work scrutiny.	Jessica Stowell CT	February 2019
Lower attaining pupils supported to learn independent reading skills.	Use of staff to split class into pure Y6 or targeted groups for 1 day per week.	Reading Comprehension Strategies Cost 1/5 Evidence 4/5 Impact +5 mths Small Group Tuition Cost 3/5 Evidence 2/5 Impact +4 mths	Pupil progress meetings and assessment tracking.	Jessica Stowell CT	December 2018

Pupils are able to evaluate their own academic development in order to become aware of how to improve.	JS embeds Learning Power Project throughout school. Staff CPD including INSET 4/9/18 and staff meetings.	Meta-Cognition & Self Regulation Cost 1/5 Evidence 4/5 Impact +8 mths	Monitoring of lessons and pupil progress.	Jessica Stowell CT	February 2019
All reviewed: Total budgeted cost					£10,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupil Premium pupils' attendance meets target.	Attendance Club with motivational structure. Use of hall attendance display.	Pupils need to be in school regularly to eliminate issue of gaps in learning. Pupils and parents need to value education.	Headteacher to monitor through pupils' attendance figures and improved attitudes within club.	Lynda Veitch HLTA	December 2018
Oracy, PSHE and social skills are developed.	Nurture group supports behaviour interventions, PSHE and oral literacy skills ensure specific pupils can access learning. Talk Boost implemented.	EEF Behaviour Interventions Cost 3/5 Evidence 4/5 Impact +3 mths. EEF Small Group Tuition Cost 3/5 Evidence 2/5 Impact +4 mths Oral Language Interventions Cost 1/5 Evidence 4/5 Impact +5 mths	Monitoring through lesson observation, planning, work scrutiny and pupil interview.	Lynda Veitch HLTA Deborah Staite TA	February 2019
All reviewed Total budgeted cost					£4400
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils access opportunities to develop their vocabulary and articulate their arguments in detail	Debating Club with a mixture of higher attaining pupils and middle to higher attaining Pupil Premium pupils for aspiration.	Ensuring breadth of opportunity. Pupil surveys about their experiences (Spring 2017) provided evidence.	Headteacher to organise and gradually hand over. Headteacher then monitors.	Rachel Morley HT	February 2019
Pupils have access to same rich experiences as their peers.	School policy states that all residential visits and day visits paid for using PP finding.	Ensuring breadth of opportunity. Pupil surveys about their experiences (Spring 2017) provided evidence.	Quality of follow up learning.	Rachel Morley HT	February 2019
Pupils have the opportunity to develop a talent and gain a love of music.	School policy states that all KS2 PP pupils will be given opportunity to learn a musical instrument on a 1-1 basis.	Pupils achieving Grade exams, when they would have had no access. Pupils have had the chance to perform for audiences.	Karen Hague to monitor and encourage uptake. Pupil performance and success in music exams.	Rachel Morley HT Karen Hague	February 2019

				administrator	
All pupils feel valued as part of the school community with a shared identity.	School policy states that all Pupil Premium pupils are eligible for an item of uniform a year.	Strong school ethos with pupils who are engaged and feel part of the nurturing and fully inclusive community.	Karen Hague to monitor and encourage uptake.	Karen Hague administrator	February 2019
Total budgeted cost					£5400

6. Review of expenditure				
Previous Academic Year		2017- 2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Gaps in learning are filled to ensure firm foundations. Small Group Tuition Cost 3/5 Evidence 2/5 Impact +4 mths	Pupil Premium Champions in school spend ½ day each week using buddy system to achieve targets.	For pupils eligible for Pupil Premium funding 14/17 made at least expected progress from their last statutory assessment point with some making accelerated progress in English. Overall 100% of non SEND pupils achieved the Expected standard at Y6 in Reading Writing and SPAG with 33% of Non SEND pupils gaining GDS in writing. 75% of Y6 pupils made good progress in writing and 50% in reading.	Use the Rosis Pupil Premium Review to consider strategies to support improved achievement for HAP pupils.	£1100
As above. Small Group Tuition Cost 3/5 Evidence 2/5 Impact +4 mths	1-1 sessions targeted to achieve maths targets. Including through use of Maths Passports.	For pupils eligible for Pupil Premium funding all but 2 non SEND pupils made at least expected progress from their last statutory assessment point with some making accelerated progress in maths. Overall 83% of non SEND pupils achieved the Expected standard at Y6. 50% of pupils in Y6 made strong progress in maths.	To continue, but as teaching assistant has the initiative and a good understanding of the system, develop role to incorporate collaborative learning: buddy system with adult acting as the Pupil Premium Champion.	£7000
Collaborative learning is embedded throughout school. EEF Collaborative Learning Cost 1/5 Evidence 4/5 Impact +5	Lesson observations of effective collaborative learning in action for teacher CPD.	Collaborative learning is well embedded and supports the LAP pupils as evidenced by stronger progress made by these pupils.	Use the Rosis Pupil Premium Review to consider strategies to support improved achievement for HAP pupils.	£200

<p>Lower attaining pupils supported to learn independent reading skills</p> <p>Small Group Tuition Cost 3/5 Evidence 2/5 Impact +4 mths Reading Comprehension Strategies Cost 1/5 Evidence 4/5 Impact +5 Mths</p>	<p>Use of staff to split class into pure Y6 or targeted groups for 1 day per week.</p>	<p>Pupil Premium progress scores:</p> <p>Reading: +0.6 Writing: +5.5 Maths: +4.4</p> <p>Overall Y6 progress scores:</p> <p>Reading: - 0.4 Writing: +4.0 Maths: -0.4</p>	<p>To continue, bearing in mind the specific needs of the Y6 cohort for next year. Focus on reading with inference key.</p> <p>Action plan the strategies to overcome the barriers associated with attendance issues of PP boys and particularly those in this year group. E.g. through a motivational Attendance Club.</p>	<p>£3200</p>
<p>Pupils are able to evaluate their own academic development in order to become aware of how to improve.</p> <p>Feedback Cost 1/5 Evidence 3/5 Impact +8 mths</p>	<p>JS embeds Learning Power Project throughout school.</p> <p>Staff CPD including INSET 4/9/18 and staff meetings.</p>	<p>Marking and Feedback Policy under constant review by KS2 staff.</p> <p>Assessment leader embedded 'fix it' time and green/pink marking throughout school and has trained new KS1 staff.</p>	<p>Overall across Key Stage 2 pupils, including those eligible for Pupil Premium, have embedded skills of acting on feedback and improving their learning. This has become established at Key Stage 1 and EYFS pupils now have skills modelled in preparation for KS1.</p> <p>To continue to monitor. Assessment leader ensures fully embedded in school and ongoing monitoring of effectiveness.</p>	<p>£300</p>

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Pupil Premium pupils' attendance meets target.</p> <p>Pupils need to be in school regularly to eliminate issue of gaps in learning. Pupils and parents need to value education.</p>	<p>Attendance Club with motivational structure. Use of hall attendance display.</p>	<p>Two PA pupils improved their attendance in the run up to SATs and accessed every day of SATs tests, through school engagement in a bespoke manner.</p>	<p>Continue to engage parents on an individual level and through bespoke support, in line with the Christian ethos of the school.</p>	<p>£1700</p>
<p>Oracy, PSHE and social skills are developed.</p>	<p>Nurture group supports behaviour interventions; PSHE</p>	<p>All pupil Premium pupils in the EYFS made at least expected progress in Communication.</p>	<p>To continue where appropriate but alongside further staff training</p>	<p>£2680</p>

	<p>and oral literacy skills ensure specific pupils can access learning.</p> <p>Talk Boost implemented.</p> <p>High staff ratio in Class 1.</p>	<p>Overall at EYFS the progress pupils have made is as follows from baseline-end of FS2.</p> <table><tr><td></td><td>Comm & Lang</td><td>Reading</td><td>Writing</td></tr><tr><td>On entry</td><td>81 (6)</td><td>63 (0)</td><td>69 (0)</td></tr><tr><td>End of FS2</td><td>88 (31)</td><td>81 (38)</td><td>75 (19)</td></tr></table> <p>(Brackets denote pupils working at the exceeding level.)</p> <p>Nurture Group allowed pupils to access afternoon sessions in class. Case study: 50% Y6 made good overall progress from KS1-KS2 in all 3 subjects.</p>		Comm & Lang	Reading	Writing	On entry	81 (6)	63 (0)	69 (0)	End of FS2	88 (31)	81 (38)	75 (19)	<p>in oracy.</p> <p>To continue. Pupils with SEND are able to access afternoon session sin class through Nurture Group provision in morning.</p>	
	Comm & Lang	Reading	Writing													
On entry	81 (6)	63 (0)	69 (0)													
End of FS2	88 (31)	81 (38)	75 (19)													

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Pupils access opportunities to develop their vocabulary and articulate their arguments in detail.</p> <p>Ensuring breadth of</p>	<p>Debating Club with a mixture of higher attaining pupils and middle to higher attaining Pupil Premium pupils for aspiration</p>	<p>LAP Y6 pupils made good progress in literacy.</p>	<p>To continue. Headteacher embedded and now delegate system. Debating Society is becoming much more embedded and run with a high degree of autonomy by pupils when the skills have been embedded.</p>	<p>£600</p>
<p>Pupils have access to same rich experiences as their peers.</p>	<p>School policy states that all residential visits and day visits paid for using PP finding.</p>	<p>No child is denied access to rich experiences based on disadvantage and this access is discreetly arranged.</p> <p>To continue. 100% take up of visits and residential visits.</p>	<p>To continue. 100% take up of visits and almost 100% take up for residential visits.</p>	<p>£2200</p>
<p>Pupils have the opportunity to develop a talent and gain a love of music.</p>	<p>School policy states that all KS2 PP pupils will be given opportunity to learn a musical instrument on a 1-1 basis.</p>	<p>Pupils achieving Grade exams, when they would have had no access. Pupils have had the chance to perform for audiences. LAC pupils improving at twice the rate of the average musician.</p>	<p>To continue. Certain pupils have experienced success. Monitoring to ensure others achieve this.</p>	<p>£1,636</p>

All pupils feel valued as part of the school community with a shared identity.	School policy states that all Pupil Premium pupils are eligible for an item of uniform a year.	Strong school ethos with pupils who are engaged and feel part of the nurturing and fully inclusive community. No child is denied access to equal experiences based on disadvantage and this access is discreetly arranged.	To continue. Low cost but strong pupil and parental engagement in terms of identity as part of community and positivity about school.	£204
				£20 820

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: <http://www.laughtonallsaintscofe.abcportals.com/>

Further information about the impact of Pupil Premium Funding can be found in our strategy document on the school website. This information is also accessible within the School Development Plan and the SEF. Case studies also provide information on an individual basis. Progress and attainment data can also be accessed on an individual basis but this information must be stored confidentially.

Future – buy books for individual pupils.